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ABSTRACT

In a new compact and easy-to-use edition, this book presents a program that provides students with a developmentally appropriate framework in which students become proficient spellers and at the same time develop as readers and writers. The book includes the original spelling instruction program; spelling dictation lists for grades 1 to 3; an explanation of phonemic awareness; detailed instructions on how to teach spelling; methods to organize children's practice of spelling within the school day; how to assess and react to children's writing; and a brief section on penmanship. Chapters in the book are: (1) Introduction to the Program; (2) Kindergarten; (3) The First Weeks of Grade One; (4) Learning and Practicing; (5) Reacting to Children's Writing; and (6) Spelling Dictation Grades 1-3. An appendix provides spelling checklists, checklists for grades 1 to 3, a letter to parents, a practice writing page, and an alphabet to show proper letter formation. (RS)

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SPELLING THROUGH PHONICS

SECOND EDITION

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The McCrackens

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SPELLING THROUGH PHONICS

SECOND EDITION

Marlene J. McCracken
and
Robert A. McCracken

PEGUIS
PUBLISHERS

WINNIPEG•MANITOBA•CANADA

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Foreword

Phonics has never been abandoned by good teachers. Marlene and Bob McCracken have always advocated holistic language teaching with reading, writing, spelling, and phonics taught and practiced within thematic teaching. The issue is not whether phonics should be taught but rather when, where, how, and how much phonics should be presented. Marlene and Bob support the teaching of phonics as part of spelling. In spelling, students apply the sound symbol system to their writing. As students become writers, they gradually move from "invented" or temporary spelling to the standard spelling of words. One can plainly see the progress students are making in transferring phonics through spelling as one reads the written work of a student over a period of time.

The *Spelling Through Phonics* program has been implemented in the district in which I work. The two main strengths of the McCracken program are: (1) the immediate feedback students receive when participating, and (2) the integration of visual, auditory, and tactile modalities of learning used in the program. In other words, learning to spell is a sensory experience. Students watch and hear the teacher and are taught the placement of tongue and lips in the formation of sounds. They feel the letter sound(s) in their mouths as they continuously repeat the words they are writing for each phonetic pattern. (One precaution I would advise is that the teacher read the list of words prior to instruction to make certain that the local dialect does not alter the phonetic pronunciation of words.) With *Spelling Through Phonics* students know they are successful and want to continue spelling long beyond the allotted daily lesson time.

It is important to communicate this spelling method to parents. Many parents are accustomed to the weekly spelling list to be memorized and need to know that this practice will be discontinued. As parents become more familiar with this method of teaching spelling, they will begin to accept temporary spelling in writing as the student's ability to spell standard English is developing.

The *Spelling Through Phonics* program provides students with a developmentally appropriate framework in which to become proficient spellers and at the same time fully supports their development as readers and writers. *Spelling Through Phonics* provides the scope and sequence to support their skill development. Spelling, therefore, becomes a part of the literacy process.

Dr. R. Anna Sanford
Aurora East School District #131
Aurora, Illinois.

Preface

Children can learn to spell fairly easily if they are taught so that they come to understand *how print works.* If children are taught, they can discover that English writing is an alphabetic system in which letters are used to indicate speech sounds. With this understanding and further teaching, they can become literate. We use the word "discover" advisedly because children do not learn *how print works* by learning the alphabet and the letter sounds, and being told that English writing is an alphabetic system; they must intuit the phonemic nature of speech by being taught in ways that allow them to acquire the awareness that (1) we speak in a flow of individual words, (2) each word is composed of a limited number of sounds, and (3) the sounds of speech are represented alphabetically in a left-to-right sequence.

Although this system may seem obvious to the adult, and although many children intuitively come to understand the alphabetic nature of our writing system, too many children do not; they see spelling as a memorization of letter combinations. This makes learning to spell an overwhelming task. Further, if children fail to understand how print works, that letters are used systematically to represent speech, they do not transfer the phonics they learn to reading.

We advocate teaching reading and writing concurrently, as language skills, beginning both formally in grade one. With this simultaneous teaching, phonics is used to teach spelling as a requisite writing skill that is used naturally in reading with very little direct teaching.

Spelling Through Phonics was created by Marlene to enable at-risk children to learn about print. She found that teaching children phonics as a spelling/writing skill virtually eliminated the nonreader and the nonwriter.

First used for at-risk children, and since used extensively with whole classes, it is now recognized for teaching ESOL (English for Speakers of Other Languages) students as well. Recent affirmation of that success came in an unsolicited letter from Sherry Fletcher, who works in Maryland. She noted that ESOL pupils have particular difficulty in phonemic awareness and that *Spelling Through Phonics* helped in developing that crucial skill. She wrote:

> There is a strong sense that ESOL teachers are looking for more viable reading instruction and that phonemic awareness needs to be part of that instruction...Your work has stimulated much of my thinking and attempts to puzzle out an effective reading program for my bright, eager, but woefully underachieveing second language learners. With the *Spelling Through Phonics* program they have a surge of success, and gain confidence and real skills that sustain them through the tough task of becoming fluent readers.

This revised edition of our original work expands on the teaching rationale of the program and we hope that teachers new to *Spelling Through Phonics* will benefit from our years of experience. Most of all, we wish all the children who will learn from this teaching, "Good spelling, good writing, and good reading!"

Introduction to the Program

1

Spelling Through Phonics describes a practical, easy-to-use method of teaching children *how to spell*. Children come to understand how the letters of our alphabet are constructed to form words and how words are constructed to become text. Practice is encouraged and monitored, and teaching occurs in short sessions each and every day.

Five Beliefs About the Teaching of Spelling

The *Spelling Through Phonics* approach embraces the following beliefs about the teaching of spelling:

1. Spelling is a skill and, like all skills, is acquired through teaching and meaningful practice.
2. English spelling can be learned only to the degree that alphabetic spelling is understood.

3. Spelling is a language skill; as such it is most efficiently taught in a way that helps the learner's brain understand how print works.
4. Teaching children how to spell is the most direct way of teaching how print works.
5. Teaching children how print works results in their acquiring basic word recognition skills, which can then be transferred and applied to reading and independent writing.

Writing Is an Alphabetic System

The creators of written English did not set out to make it chaotic. Rather, they set out to spell English systematically, incorporating its more than forty sounds. Unfortunately, they chose to use the twenty-six letter Roman alphabet, limiting the representation of sound and making a completely regular phonetic system—one symbol equals one sound—impossible. Although most English spelling is rational, there are many examples of seemingly chaotic spellings of English words. These can be explained, but not to a six-year-old child trying to solve the mysteries of print. Tackling the seemingly chaotic spellings too soon can prevent a child from learning how letters and print work; until a child learns how letters go together to form words, she can never become a proficient speller of all words.

The first task is to get children to understand that English writing is an alphabetic system. When we teach children how to spell, we are having them *recreate* or *reinvent* the English writing system as the "creators" of our alphabetic system did. In this way, the children come to understand how English print works. We want to do this as efficiently as possible so that children are not confused and frustrated by the seemingly irregular spellings of English words.

Four Insights About Print

In order for children to understand the nature of the English writing system, they must grasp four basic insights about print. Children must

1. begin to understand what a word is, and then learn the convention of leaving spaces between words when writing.
2. learn the relationship between speech and print and understand that when they say a sound they write a letter. At the beginning of learning about print, this relationship must be kept simple so that children may grasp the alphabetic principle. To start the learning process we teach that when they say one sound they write one letter. We leave the teaching of spelling patterns until later, when children have a better understanding of how letters go together to form words.
3. realize that the letters are written in the sequence in which the sounds are uttered. They must learn the convention of writing in a left-to-right sequence.
4. understand *spelling patterns*. We define spelling patterns as any spellings that are not totally phonetic and when more than one letter is used to represent one phoneme. Patterns include the use of *s* or *es* to create plurals, endings such as *tion*, and long vowels with their multitude of spellings. When the concept of alphabetic writing is understood, patterns can be learned fairly easily.

Phonemic Awareness

There is great interest and concern about phonemic awareness in young children, and most evidence indicates that it is a requisite for reading, spelling, and writing.

Phonemic awareness is the awareness that:

☐ we speak in a flow of individual words
☐ the words are composed of a limited number of sounds

There must also be an awareness of how many sounds are in each word. *Cat* and *mouse* each have the same number of sounds, while *basket* has more. (William Kottmeyer recognized this in the 1940s when developing his *Dr. Spello* books for remedial reading. He considered this ability as a basic prerequisite for reading.) We suggest that children who come to school with this phonemic awareness are those who have been filled since birth with talk, and with stories, poetry, rhymes, and songs, many of which they have committed to memory.

We suspect that the alliterative quality of poetry, rhyme, and song has a great deal to do with children becoming aware of phonemes. We have commended Jack Prelutsky's *Ride a Purple Pelican* to hundreds of kindergarten teachers, who have told us that children want these poems over and over again. Charlotte Diamond, Raffi, and other entertainers who have made children's songs so popular, are helping children to attain phonemic awareness.

We strongly believe that kindergarten children should be taught language awareness skills informally: through chanting, memorizing, dramatizing, and the teacher's tracking of language. (Unfortunately, it seems to us, many school districts and parents are demanding that five-year-old children do much more. Both formal phonics and journal writing are required in many kindergartens.) Having stated our preference, we believe that children who are beginning phonics and writing must develop two basic understandings about speech and print, both of which have to do with phonemic awareness.

1. *Children need to be aware that written English is broken into words.* Written language is very different from spoken language where we speak in phrases or sentences, stopping only for emphasis. Many children, when beginning to write, show that they have not grasped this convention of written English. They join all their written words together in a stream of sounds that, to them, resembles speech. Children need lots of practice in discerning what a word is, in speech and in print. It is easy for them to confuse words, syllables, phrases, and common sayings. *How are you?* is often identified by children as one word. So we practice saying and listening until we agree that it is three words, only to then have children identify *Halloween* as three words!

2. *Children need to work with the similarities among words.* When children listen, they hear *differences.* To respond to the request, "Please pick up your hat," as opposed to "Please pick up your bat," the child pays attention to a single phoneme difference among fifteen phonemes. The child does this without difficulty, not realizing that there were fourteen like phonemes as well as the one that is different. To spell, and thus write "Please pick up your hat" (or bat) [Ples pik up yur hat], children are responding to fourteen *likenesses* as well as the one different phoneme, a very different skill than responding to differences in speech as they get meanings.

Children are not ready for written language work until they have learned oral language skills. We strongly support a kindergarten program that emphasizes oral language, thinking, and concept development and a primary program that continues the emphasis while adding the formal teaching of written language skills. Without the oral language base, learning to work with print—both as a reader and a writer—is likely to fail.

But this is not new. In 1966 Dolores Durkin[1] examined the background of children who came to school reading. She found only one common factor: someone had read to them many times. In 1975 the Bullock Report[2] noted: "...reading is secondary to and dependent upon the growth of language competence in the early years" and "Talk is a means by which they [young children] learn to work and live with one another...It is fed by nursery rhymes and singing games, by the stories that teachers and children tell and the poems they read." In 1986 Gordon Wells[3], in a seminal study, reported only one factor was of importance in predicting how well a child would read and write at age ten: how many times the child had been read to before coming to school. In 1994 Steven Pinker[4], summarizing his research about language learning, supports the notion that oral work before writing is critical, saying: "... writing is clearly an optional accessory; the real engine of verbal communication is the spoken language we acquired as children." Most recently, Dr. Ronald L. Cramer[5] of Oakland University, Michigan identifies the following six experiences that make early writing and reading possible:

1. literary exposure at home, preschool, and school
2. experience with stories, storytelling, nursery rhymes, and language play

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[1] Dolores Durkin. *Children Who Read Early: Two Longitudinal Studies.* (New York: Teachers College Press, 1966.)

[2] *A Language for Life.* Report of the Committee of Inquiry appointed by the Secretary of State for Education and Science under the Chairmanship of Sir Alan Bullock, F.B.A. (London: Her Majesty's Stationery Office, 1975), xxxv, 62–63.

[3] Gordon Wells. *The Meaning Makers: Children Learning Language and Using Language to Learn.* (Portsmouth, NH: Heinemann, 1986.)

[4] Steven Pinker. *The Language Instinct.* (New York: William Morrow, 1994.)

[5] Dr. Ronald L. Cramer. Unpublished manuscript. (Rochester Hills, MI: Oakland University, 1994.)

3. exposure to print and oral language in a nurturing, meaning-rich environment
4. being read aloud to from stories, poems, and nursery rhymes
5. a focus on children's world of meaning
6. encouragement at home and school—the intangible necessity

If being read to thousands of times is an informal way of attaining phonemic awareness—as we believe it is—then all of the above observations support phonemic awareness as a crucial factor in learning how print works.

Phonemic awareness has been around for a great many years, but it is still not taught within most classrooms or spelling programs. Reading, writing, phonics, and spelling are rarely taught in an integrated fashion. Despite numerous professional pleas to teach holistically, the recent efforts of Whole Language advocates, and the use of textbooks using a literary base, most schools still teach spelling and phonics as separate skills in separate time blocks. Schools still teach reading and writing separately. Schools rarely teach language with skills (reading, writing, phonics, and spelling) as an integral but sub-part of the lessons.

We know that teaching children *how to spell* is different from teaching them to memorize words in order to spell them. (Most adult writers know how to spell; they can spell thousands of words by merely applying what they know about print, even though the application is largely intuitive. They spell /shun/ at the end of an unknown word *tion* without even thinking about it.) Teaching spelling is best done as part of a program that focuses on content, and the oral exploration of ideas, followed by reading and writing. And with required writing, we reinforce spelling and phonics. Phonics makes sense as a writing skill; we find that once phonics is understood, children transfer and use phonics in reading as they need it.

We have found that almost all children benefit by being taught *how print works.* Even some children who come to school with lots of being-read-to experience make very wrong assumptions about print and become frustrated in trying to figure out how print works. *Spelling Through Phonics* directly teaches phonemic awareness and the understanding that the English writing system is alphabetic. Children who have been read to extensively grasp these understandings within four to eight weeks of teaching from *Spelling Through Phonics.* Other children take longer, sometimes the whole of grade one with daily teaching before they develop sufficient phonemic awareness to grasp the principle of alphabetic writing; then they suddenly blossom. However, without this understanding they never become literate.

In our other works[6], *Reading Is Only the Tiger's Tail, Reading, Writing & Language,* and *Stories, Songs & Poetry to Teach Reading & Writing,* we describe in detail a way of teaching literacy that encompasses a wide range of approaches including spelling.

In this book, we will not attempt to describe the daily writing program except to say that children in primary grades should engage in a variety of writing and recording activities every day.

Penmanship

Often, teachers ask us whether good penmanship is important, and they worry about how much they should push children to write neatly. We agree with *The Bullock Report,* cited earlier, that states:

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[6] *Reading Is Only the Tiger's Tail,* 1972, 1987; *Reading, Writing & Language,* 1979, 1995; *Stories, Songs & Poetry to Teach Reading & Writing,* 1986. All from Peguis Publishers, Winnipeg, Canada.

> The ability to write easily, quickly and legibly affects the quality of a child's written output, for difficulty with handwriting can hamper his flow of thoughts and limit his fluency. If a child is left to develop his handwriting without instruction he is unlikely to develop a running hand which is simultaneously legible, fast flowing, individual, and effortless to produce. We therefore believe that the teacher should devote time to teaching penmanship and to giving children ample time to practice.

We think all children like to do things well; they like to be proud of what they do. The job of the teacher is to make it easy for children to do well. Part of our task is to make sure that the child has the correct writing tools and knows how to use them.

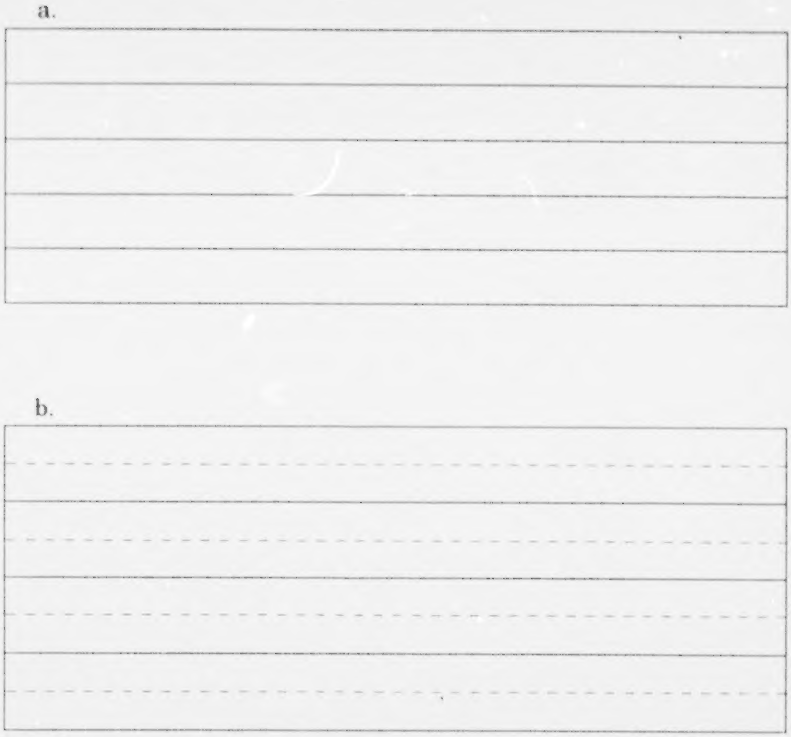
WRITING TOOLS

Pencils

Use normal size pencils of a good length so that they can be held comfortably. Teach children how to hold a pencil, then nag them gently to hold the pencil correctly until it becomes easy and natural. It is no kindness to allow children to hold pencils or pens in a way that will make writing difficult for the rest of their lives; that is a great disservice to children.

Paper

The size of the paper is important. (Young children need large sheets of paper for art activities, not for writing activities.) Beginning writers need only a few lines to write on; the rest of the page can be blank to allow for a drawing. We strongly recommend the use of *exercise books* such as those commonly used in Canada, Australia, New Zealand, and the United Kingdom. The book's size is just right for young hands, and the quality of the paper is good.



Use lined paper (a) 5/16" or (b) bisected 7/16"

The lines on the paper should be of a width that allows children to print the letters, not requiring them to draw them. Frequently the paper given to beginning writers has too much space between the lines, making it difficult for them to print letters with ease. We have used 5/16" lines or bisected 7/16" lines successfully.

The quality of paper used by children should allow them to erase with ease. Erasing a mistake should not cause a hole in the paper, making a worse mess than the original mistake.

LETTER FORMATION

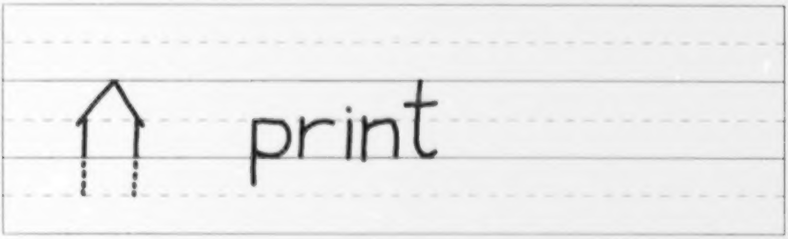
Children must learn how to form letters with ease so a lesson in letter formation is given with each letter we introduce in the spelling lessons. Children usually practice the lowercase form first, making the letter many times on their chalkboards. The next day, we introduce and have them practice the capital or uppercase letter. Next, we teach them how to write with a pencil and how to practice each letter several times in their handwriting books.

We believe that the formation of the letters we teach beginning writers should closely resemble the letters they see when reading. Therefore, we have chosen to use *one-stroke* letters that can be easily made by children, and that closely resemble letters found in most books. (For seven years I taught third-grade children to transfer from printing one-stroke letters to cursive writing. I had no trouble with the transfer. *M.J.M.*)

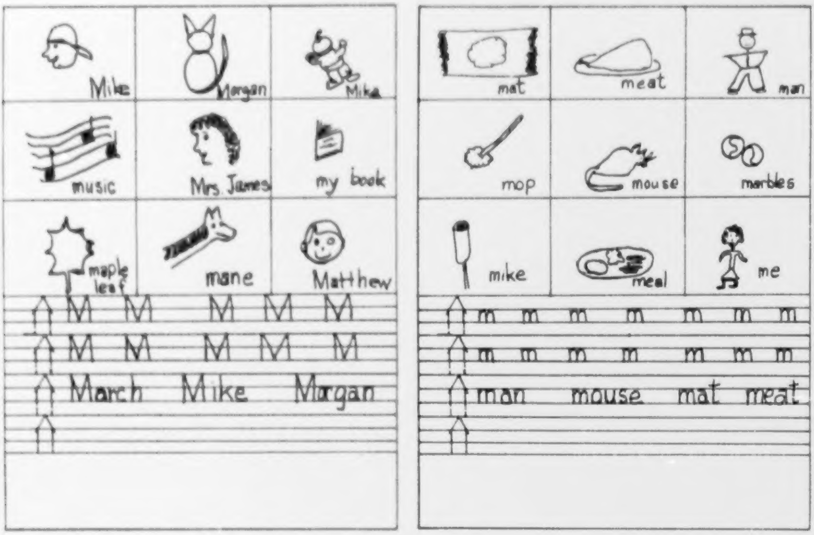
PRACTICE

Children who are learning penmanship should have a handwriting book in which they practice. The letters they practice coincide with the letters they are learning in their spelling lessons. We take two days to teach each letter, and have the children practice writing that letter during those days. The first day they practice the lowercase form, and the second day they practice the capital or uppercase form. Children write two or three lines of the letter and a row of words containing the letter that they have found in a book or posted around the room.

Children learn how to write on lines. We draw *houses* at the beginning of each line, and guide the children to write on the *main floor*, or on the *main floor combined with upstairs or basement.* We also have them draw nine or more small pictures representing words that contain the letter for the day. Most of the words will have the letter in intial position. Children like working in this little book and will work for twenty to thirty minutes daily to get the handwriting practiced and to draw the pictures. (See page 182 for a sample page of the handwriting book with houses. It may be photocopied to create handwriting books for children.)



"Houses" help children write on lines



Samples from children's handwriting books

Kindergarten 2

We believe there should be no formal teaching of reading or writing in the kindergarten classroom. If children initiate reading and writing or come to school already equipped with these skills, we do not prevent them from voluntarily reading or writing; however, we do not demand that children work in any *formal* ways with print. Kindergarten should be a place where many informal activities take place that make children aware of print and of the sounds of English.

Immersing Kindergarten Children in Language

There is growing evidence that children who have a full year to explore their worlds—to be filled with language by being read to, to *play read*, to dramatize books, to sing songs, and chant poetry—move into phonics, spelling, writing, and literacy with ease and success. Withholding formal instruction, even for those children who come to kindergarten already reading and writing, does not create problems in later achievement. Our personal experience with children has been that all children benefit by having a full year of being filled with the best of language before being asked to work formally with print. We know of no solid evidence that indicates that delaying the start of formal writing or reading until the beginning of grade one, approximately age six, means that children will not progress normally and reach equally high literacy standards by the end of grade four.

Kindergarten children need to be filled orally with all of the written forms of language: songs, poetry, prose, fiction, and nonfiction. They need to memorize and sing lots of songs, chant lots of poetry, and hear and retell repeated parts of stories. They need to see and use the memorized print posted within the classroom, and they need to see print use modeled by their teacher.

HEARING LANGUAGE

Children need to hear the best examples of speech and the very best of children's literature. Books and poems should be repeated many times, allowing the words and melodies to insinuate themselves into the children. They truly enjoy hearing something over and over again. Children need time to play with the words they know so that they become an integral part of the brain's repertoire. Listening to stories, poems, and rhymes is a necessary and natural activity. It fills children with the rhythms of the language as well as the many forms of written English. Children become conversant with repetitive stories, cumulative stories, two-part stories, fables, fairy tales, tall tales, legends, and all the various forms of fact and fiction. Without this familiarity, learning to read or write those forms is rendered extremely difficult, if not impossible.

SEEING LANGUAGE

Children need to see the language they are using. We put up poetry posters, and track the words as children chant along from memory. We create poems on word cards in the pocket chart, and track as children chant. We use big books with print large enough for children to see so that they can follow along as we read to them and they join in on repeated parts. In this informal way, children learn to put what they say together with what they see. Putting speech together with print, and with literally thousands of practices, they begin to realize how print works.

USING LANGUAGE

Children need to use the language they are learning. Kindergarten is a place for children to play with language. Kindergartners read whole books or poems before they begin to recognize words. They read known material, equally well, whether the book is open or closed, because they are reading the story as they remember it. First readings by a child are rarely perfect; they are retellings of ideas and events using the child's home language. When a story has been memorized, the child's reading may sound perfect and she may appear to be reading, but the child is not reading in the way adults read. Children play with print, just as they play at winning an Olympic event, catching the bad guy, or entertaining the queen.

Drama and art are both natural ways of practicing what is being learned, ways of playing with ideas. The goal is the internalization of the language, meaning its concepts, form, and purposes. Playing with language enables children to do this.

SEEING PRINT IN USE

One of the strongest influences for kindergarten children is seeing print being created and used. Kindergarten teachers must model writing and reading, and have writing materials available for children who wish to experiment. When teachers routinely write labels, lists, names, and invite children to participate in making signs or notes as part of each day's activities, then children come to understand that print is a tool to be used and that it appears easy and natural to do so.

A Brief Checklist of Kindergarten Activities

- ☐ Model writing throughout the day and have materials available for those children who wish to experiment or play with print.
- ☐ Hang labeled pictures, poetry posters, and the repeated parts of familiar stories in the classroom.
- ☐ As the posters or charts are used with the children, track the words for all children to see. Let the children, if they wish, take pointers and track the memorized words, but do not require them to do so.
- ☐ Manipulate language in the pocket chart as poetry and rhymes are built word-by-word for the children. Have word cards of memorized language available for the children to *play with* as they attempt to put written language together.
- ☐ Have children work with their own names on cards. They can learn to write their names, use their name cards in graphing and counting, explore whose name has a particular letter in it, and invent many other name card activities.

- Have the children sort other picture and word cards. (These can be obtained from the first- and second-grade classrooms when the children have finished a particular theme.) Children play with the cards, learning much about printed language. They sort the cards as to how the words begin, how many letters a word has, whether the word has a particular letter in it, and any number of inventive ways.

At the end of kindergarten we want children to know intuitively, or be on their way to knowing, that language has three characteristics.

- Language is used to express ideas, meanings, and concepts, and to label things, and so on.
- Language has many forms, one of which is print.
- Language is used purposely, usually to record or communicate ideas.

We do not test this or have children try to state it, but after a full year of immersion in oral language, most children have come to understand enough about language to begin formal teaching to learn *how print works* as they become literate.

Notes

The First Weeks of Grade One

3

In order to work with print, children must have an oral language base. If, in grade one, you have children who have had neither the benefit of a literacy nurturing home environment nor a kindergarten experience that allowed them to attain some degree of phonemic awareness, your job will be a challenging one. You will need to follow the curriculum, maintain classroom order with many levels of interest/aptitude, and, most important, work toward bringing your untaught, disadvantaged students up to a working level of preparedness for learning. It will be useful at this time to review pages vii–viii.

Readiness for Writing: Oral Language Time

Oral language time has two purposes:

1. to teach a background of knowledge and vocabulary that will help children read and write about *content*: a particular subject or theme being studied.

2. to have children practice orally one or more of the writing structures of English using the vocabulary and content of the theme being taught, thus preparing them for successful, largely independent, directed writing activities.

We divide the period (20–40 minutes) in half. We teach during the first half, and in the second half we help children as they practice orally. Sometimes each child recites what she plans to write. Frequently we all chant everyone else's ideas.

For example, if the children are learning about animals, oral language time could include one or more of the following activities, with children asking questions and responding orally:

- ☐ reading to the class
- ☐ showing and discussing illustrations
- ☐ classification activities
- ☐ using films or videos
- ☐ a directed art lesson

WORD BANKS

This teaching is usually followed by creating a noun word bank, or extending an existing word bank. To create an animal word bank, brainstorm for all the animals children know. List their responses on the chalkboard in categories. Have "class secretaries," or older children borrowed from an upper grade, make two copies of each word. Hang one copy on the wall for reference and oral practice. Keep the other copy of the words for *hands-on activities.* [The hands-on set will need the word on both sides, one side with a beginning capital letter and one side with a beginning lowercase letter.]

The following animal word bank came from the initial brainstorming of a grade 1–2 class.

elephant
lion
jackal
antelope
rhinoceros
cheetah
leopard

puffin
shark
seal
bass
whale
tuna
sea lion

frog
snake
beaver
turtle
heron
trout
water moccasin

bear
deer
cougar
wolf
coyote

sparrow
owl
hawk
robin
bluebird
crow

kangaroo
cockatoo
kaola
wallaby

worm
slug
centipede
ant
beetle

horse
chicken
sheep
cow
dog

WRITING STRUCTURES

In the *practice* half of the oral lesson, have children use the word bank vocabulary within a writing structure. The following is a poetic chant suitable for any beginning writer:

__________ here,
__________ there,
__________, __________ everywhere.

Put the structure of the day in the pocket chart, using blank cards for the spaces to be filled in. Using an animal name from the word bank, model a poem, moving the card from blank space to blank space using the capital form for the first three blanks, while saying :

Elephants here,
Elephants there,
Elephants, elephants everywhere.

Track the structure in the pocket chart as the class repeats the chant. Model three or four poems in this way.

The oral lesson is completed by having each child select a favorite animal from the word bank and chant a poem aloud. When every child has said at least one poem, the class is ready to write.

Lions here.
Lions there.
Lions, lions everywhere.

Crows here.
Crows there.
Crows, crows everywhere.

RESPONSE WRITING

During the first two months of school, children might write in response to some of the following frame sentences that have been discussed and recorded during oral language time.

I like _______.
I like to _______.
I have _______.
I have one _______.
I have two _______.
I have to _______.
I want _______.
I want to
I can run to _______.
I can run from _______.
I can run around _______.
I can run past _______.
I can _______.

I can't _______.
A dog can _______.
A cat can _______.
A fish can _______.
A dog can't _______.
A cat can't _______.
A dragon can't _______.
My _______ is _______.
My _______ has _______.
My _______ can _______.
I play _______.
I play in _______.
I play on _______.

And simple rhymes such as:

_____ here,
_____ there,
_____, _____ everywhere.

Here's a _____.
There's a _____.
Everywhere a _____, _____.

One _____,
Two _____,
One, two, three _____.

I like _____,
I like _____,
I like _____,
But I don't like _____.

I love _____,
I love _____,
I love _____,
But I love _____ the best!

I'm afraid of _____,
I'm afraid of _____,
I'm afraid of _____,
But I'm not afraid of _____.

STORY FRAMES

Use the following frame along with reading *Rosie's Walk* by Pat Hutchins to the children.

My [*imaginary or real pet/pet's name*] went for a walk,
around the _______________,
under the _______________,
past the _______________,
over the _______________,
and came back when I called.

Write a short story:

This is a ________.
It has ________.
It can ________.
I ________.

Here is ________.
She (or He) has ________.
She (or He) can ________.
I ________.

Readiness for Spelling

Spelling is a skill. Like all skills it requires a little bit of teaching and great deal of practice. We recommend daily, short, snappy, five-minute spelling dictation lessons.

For spelling lessons, the children write on small chalkboards. They sit on the floor or at a table in a group. Each child has a chalkboard, chalk, and a sock for an eraser (use worn-out socks the students bring from home). Children seem to love chalkboards. Writing with chalk on a chalkboard is kinesthetic; children can feel the letters as they write and correct spelling mistakes or poor letter formations easily. We prefer 12" x 18" (30 cm x 45 cm) blank chalkboards and recommend children use them throughout the first year. They are small enough to be portable, but large enough for writing sentences when we do that kind of dictation.

In the first month of first grade, before students learn how to work independently, spelling is taught to the whole class.

In the first few lessons with the entire group

1. Show the students where the chalkboards and socks are kept and have each child pick up one of each.
2. Have the children sit on the floor in groups of four or five, arranged in semi-circles, so that they can look at you and also at each other.

3. Teach the children to hold the chalk, how to put the sock eraser on their nonwriting hand, how to use it, and how to clean the chalkboards and put everything away when finished.
4. Teach at least the first six letters, one at a time, to the whole group. Watch responses and abilities carefully, so that later you can put the children into small ability groups for spelling lessons.

ABILITY GROUPS

Some students enter school almost knowing how print works, while other students know nothing at all about print. Because of these differences and because the teaching of spelling is the teaching of how print works, it is impossible to effectively teach the whole class together. Although we avoid ability grouping for most teaching, twenty years of trial and error have shown us that to teach spelling effectively, children must be taught directly at their levels of understanding. If we do not, our low children never learn, and our top children are not challenged to work at their best ability.

How We Teach Spelling

We begin to teach spelling as soon as possible in grade one, teaching six consonants, *m*, *s*, *f*, *t*, *b*, and *c*, before we teach a vowel. We teach consonants first because they can be felt within the mouth. Consonants are kinesthetic. Vowels are lost within the mouth, and are erratic in the ways in which they are spelled, making them much more difficult for children to learn.

LESSON ONE: TEACHING THE FIRST CONSONANT

We teach the letters one at a time. The first lesson is designed to help children understand the relationship between speech and print: *when you say a sound you write a letter.* We teach four things at the same time:

1. the name of the letter
2. the way the letter is written
3. the sound the letter represents or *stands for*[1]
4. what we do with our mouth to form the sound

For example, to teach *m*:

1. Say the letter name, *m* (em).
2. Write the letter *m* on the chalkboard while saying the name *m*.
3. Have the children say the name while writing the letter in the air as you write the letter again on the chalkboard.
4. Have the children write the letter on their individual chalkboards, saying the name as they form the letter. Help as necessary. Have them print *m* several times, building the association between the name and the letter.
5. Have the children say *m* again, *holding on to* the sound, creating /m/, the sound *m* stands for as they speak. Again have the children write the letter *m* on their chalkboards, saying the sound /*m*/ as they write the letter.

---

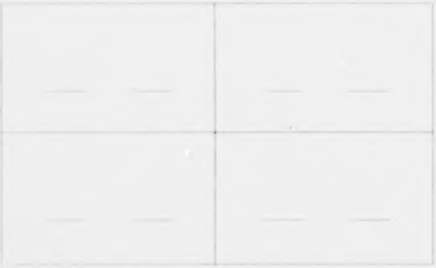
1. We can discern no completely correct way to teach the consonants. The name itself describes the dilemma: *con* meaning *with* and *sonant* from the root *sonus* meaning *sound*. A consonant to be voiced must be accompanied by a vowel sound. We add the neutral vowel sound, the /uh/, to many of the consonants; thus *b* becomes /buh/, and *t* becomes /tuh/. This is a temporary device to get children to begin to understand enough phonics so that they can begin to write; the sounds are used immediately as children learn to put letters together to form words.

6. Ask the children to describe what they do with their mouths to make the sound /m/. (It is inappropriate to teach the terminology of the speech professionals, so get the children's own words to describe the feeling.)

We have found that many children cannot discriminate well enough to *hear* sound likenesses, but that almost all children can learn when the emphasis is upon *the feeling* within the mouth.

LESSON TWO: SEQUENCING

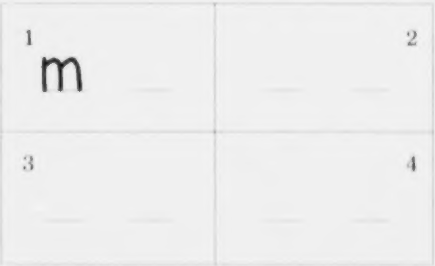
The second lesson is designed to teach children how to use the letter they have learned, how to sequence the letter within a word. To get ready for the lesson, children make their chalkboards into four *Game Boards* by dividing the chalkboard into four equal parts. Then have them draw two short lines in each Game Board.



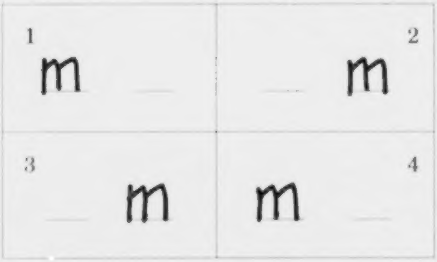
We teach the children which Game Board is number one, two, and so on and have them number the Boards. We tell them that the game we are playing on our chalkboards has one rule: they must say the word after the teacher. Repeating the word is mandatory as they must learn to spell their own speech, and the physical act of saying the word helps many children feel the letter, and locate its position within a word. Children repeat the word as many times as they need to after the teacher pronounces it.

To teach children to sequence the letter *m*:

1. Say the word *marvelous.*
2. Have the children repeat the word.
3. Ask, "Where did you put your lips together, at the beginning of the word, or at the end?" As you say this, point to the first line in Game Board 1, indicating the line for the initial sound, then to the second line in Game Board 1, indicating the space for the final sound.
4. Let the children repeat the word as often as necessary before deciding their answer.
5. Children indicate the /m/ by writing an *m* on the first line in Game Board 1.



Next dictate a word, perhaps *jam*. Have the children repeat the word. Again ask, "Where did you put your lips together? At the beginning or at the end of the word?" and point to the lines in Game Board 2 that indicate the initial and final positions. Then dictate two more words, perhaps *telegram* and *monster,* to complete the lesson.



Throughout the lesson watch closely as the children write on their chalkboards, nagging to get the handwriting to a good standard and correcting errors as immediately as possible.

You will make it easy for children by stressing the physical act of saying the word. Don't ask "What do you *hear?*"; instead ask "What did you *say?*" *Children should go from speech to print.*

SPELLING DICTATION ON SUBSEQUENT DAYS

On subsequent days, do similar lessons, introducing an additional letter every second day. During the Game Board sequencing lessons, have the children use as many letters as have been taught. For example, on day three introduce *s* as the second letter. As on day one, teach the *s* lesson to help the children understand the relationship between the sound /s/ and the letter *s*.

On day four, teach the children how to sequence the letter *s* and combine *s* with the letter *m*. For example you might dictate the word *mess*. As children repeat the word ask, "What did you do with your mouth at the beginning of the word? What letter is that?" Children print *m* on the first space in Game Board 1. Have the children repeat the word *mess*, and ask, "What did you do with your mouth at the end of the word? What letter is that?" Children print *s* on the last space of Game Board 1. You might complete the lesson with *milks*, *slam*, and *stem*.

1 m s	m s 2
3 s m	s m 4

On day five, introduce the letter *f*, repeating the lesson to help children understand that when you say the sound /f/, you write the letter *f*. Day six would involve children using the letter *f* in combination with *m* and *s*. We might dictate such words as *stuff*, *farm*, *muff*, and *floss*.

On day seven, introduce another letter, and on day eight have the children use that letter in conjunction with the letters already learned. Continue on until the first six consonants have been taught.

TEACHING THE FIRST VOWEL

Now it's time to teach a vowel so that the children can write whole words. We begin with short vowels so that we can maintain the one-to-one relationship between what we say and what we write. We teach short *a* as the first vowel. Vowels present a peculiar problem because we cannot feel how we form them within the mouth. We seem to simply open our mouths and the vowel sound comes out. When we ask children what they do with their mouths to form /a/, the most common answer is, "Nothing." We need to make children aware that when we open our mouths and say /a/, this sound is represented by the letter *a*.

As with the consonants, to introduce *a*, /a/, teach:

- ☐ the name of the letter
- ☐ the way to write the letter
- ☐ the sound it represents
- ☐ what we do with our mouth when we say /a/

WHOLE WORDS

Now combine short *a* with *m*, *s*, *f*, *b*, *t*, and *c* to have the children write words. Have them divide their chalkboards into four Game Boards without any short lines. Tell them that every word in today's lesson will have a short *a* in it, and that they can now spell the whole word. Have them say the word as many times as necessary as they spell the whole word; *do not to let them elongate or distort the word in any way.*

For each lesson dictate at least four words. The following might be used in four consecutive lessons:

☑	bat	tam	at	cab
☐	cast	stab	bats	sat
☐	Sam	mat	mast	act
☐	tab	fast	tact	fact

Now that the children have learned a vowel sound and are writing complete words correctly, have them erase their boards as follows:

1. Ask one child which of the four words to erase first, making sure every child in the group finds the word before all erase.
2. Ask another child which word to erase next, and so on, assisting them as necessary.

Saying the words one at a time helps the children to re-identify the word. This method is used when the children cannot yet read the words they have spelled.

Notes

43

Learning and Practicing

4

When the initial whole class spelling lessons are completed, and children know how to work independently at other tasks, we teach spelling dictation lessons to small groups of children for five minutes each day. Then we send the spelling lesson group on to writing while we circulate, nagging and commenting about the content of the writing the class has already done. We do this for five minutes or so then take another small ability group and teach them for five minutes. We intersperse gentle nagging or reacting to the children's writing with teaching activities throughout the day.

Spelling is practiced throughout the day, any time a child writes. And, *if children are to learn how to spell, they must do their own spelling.* After the first three or four months in first grade, teachers must not spell for them. When children spell they practice phonics. Since we will not spell words correctly for them, children are forced to spell as well as they can, helping themselves to internalize how print works. Their writing shows what they have learned and what they need to be taught next.

Children's daily writings become portfolios for evaluation, and we strongly recommend that they write in bound exercise books so that both the child and the parents can be aware of progress. Individual bound books avoid the problem of having to make copies of the children's writing to create a portfolio.

In the primary grades, we rarely have children rewrite or edit their writings. We have them sit in heterogeneous groups at tables and, through natural sharing, they help each other improve their writing. This, plus our nagging as we circulate while they are writing, is sufficient polishing for beginning writers. Beginners need much more practice than polish, but they also need nagging to help them practice the spelling skills that have been taught.

As children begin to write prolifically, we nag to get only the most annoying mistakes corrected because we cannot catch all the errors. Besides, young children who have to correct every error soon begin to write short, nonimaginative stories.

The Suggested Teaching Sequence

Although *Spelling Through Phonics* is written in a suggested sequence, you may create sequences that suit your children, rather than follow exactly the sequence presented in this book. You must also note each child's most persistent or annoying spelling errors, and teach to eliminate them.

In grade one, after teaching six consonants and a short vowel, usually *a*, teach:

- ☐ another six consonants
- ☐ another short vowel, usually *o*
- ☐ *s* as a plural pattern, whether pronounced /s/ or /z/
- ☐ another six consonants
- ☐ another short vowel, *i*

☐ the remaining consonants, except *x* and *q*

☐ the short vowel *u*

☐ the use of *x* and *qu* as representing two sounds

☐ the short vowel *e*

☐ the endings *s*, *ing*, *y*, and *er*

When teaching small ability groups, watch the students as they write throughout the day. When they use words correctly in independent writing, it shows that they have learned what you have taught in spelling dictation. Remember, though, that progress will be very different amongst the children.

During the first month, have the class brainstorm and record ideas during the daily oral lessons. Use these ideas for writing structures. (See page 21.) In this writing, the frame part of the structure (for example, "I can _______.") is usually copied correctly. Then the children refer to the brainstormed list on the chalkboard to complete the frame correctly. As children continue oral work and daily spelling lessons they begin to learn the sound/symbol connection; then they no longer want to copy from the chalkboard, but want to try spelling on their own. Encourage this and even demand it. Tell the children to write as much of the words as they can, and teach them how to do this. Remember that at this stage they are practicing the phonics they have learned.

Temporary Spelling

As children practice spelling every day as they write, they spell as well as they can. In so doing, they reinvent alphabetic spelling. This has been termed *inventive spelling*: when children put letters together to form words as well as their knowledge of phonics allows them. We prefer the term *temporary spelling* to describe their initial spellings rather than *inventive*. *Temporary* implies a rudimentary, beginning stage that will change as the child is taught more, and that will lead to standard spelling. It acknowledges that children have not yet learned enough about how letters and print work to spell in standard form. They need to be taught quickly and efficiently so their spelling becomes more nearly standard and, finally, "correct." (Some parents need to be reassured about "uncorrected spelling mistakes." A reproducible form letter to parents explaining temporary spelling is on page 181.)

HOW IT WORKS

Tell children that if they only know the beginning sound to write that letter, and draw a line to show they don't know the rest of the word. If they wanted to write *temper tantrum*, for instance, and could only feel the *t* at the beginning of each word, they would write:

t_____ t_____

If they could feel the letters at the end of the words as well, they would write:

t______r t______m

If they can feel letters in the middle of the word, they would write:

tmpr tntrm

Often, children's initial spellings are without vowels, but, as they are taught, they become aware of vowels and add them to words. Then they are able to write *temper tantrum*. The children's independent spelling should gradually reflect what has been taught, although children often use letters and patterns not yet taught. This shouldn't surprise us, as children learn things in many different ways.

Teaching to Eliminate Errors

We frequently group four to eight children for specific instruction designed to eliminate some error. For example, we might discover several children spelling such words as *sandy*, *lucky*, and *candy* as *sande*, *luke*, and *cande*, indicating that they are discriminating the long *e* sound. They are ready to be taught the pattern of long /e/ represented by the letter *y*. If we withhold the teaching, they are likely to practice their nonstandard spelling so often that by the time we teach this common pattern, they will have to unlearn a habit. The ablest children begin to generalize very early, and begin to write freely, using letters that have not been taught. They spell quickly and they spell phonetically with ease, indicating that they have grasped the basic alphabetic notion of letters representing sounds in a left-to-right print sequence.

Teaching At-Risk Children

Some children struggle, not able to grasp the alphabetic notion. Their writing is full of errors and sometimes unintelligible. Usually these are children who have come to school knowing nothing about print. They lack the four to five years of informal language teaching that the child from an environment that emphasized print and literacy has had.

Written language is a puzzle for beginners. Our teaching must make it easy enough to be solved. Sometimes, teachers try to help at-risk children learn by going slower, taking much more time with each letter than they do with the ablest children. But this is neither a good use of time nor beneficial to the children. There are twenty-six letters representing over forty sounds in the puzzle of printed language. Children cannot solve the puzzle—learn how print works—with just one or two letters, no matter how well they know those letters.

Our previously untaught children need to be taught fifteen to twenty letters quickly. We must teach a new letter every second day, showing how to use and sequence them, even though we know that the children aren't understanding our lessons. They cannot begin to understand—to "get it"—until they have enough letters to begin to get a glimmer of how the puzzle of written language works. We must have faith that they will put the puzzle together when we have taught them enough. After all, we talk to our babies for a year, putting language in, before they begin to talk, showing us that they have learned what we have taught.

We have found that the at-risk children usually begin to understand after three or four months of teaching. We then go back and reteach as necessary to make them secure in their learning. It is essential to teach daily and demand that the children "write" daily, even though their writing involves mostly copying and frame sentence work. Children must explore the mysteries of print in every way possible, so we teach how print works in reading activities, writing activities, and spelling activities.

Independent Writing

When we teach children how to write—how to put letters together to form words, and how to put words together to create a variety of structures—we empower them. We make it possible for them to write independently.

We need to teach children before we ask them to practice. Unless we teach "how to" skills directly, many children waste years trying to discover them.

Writing independently should mean what it says: the children write without help. If some children ask for help, saying, "I don't know what to write," or asking, "How do you spell....?", this indicates those children are not ready to practice independent writing.

It is important to realize that independent writing is a practice time wherein children show us what they know about print. If we ask for independent writing before children know enough about print, many of their attempts at writing will result in frustration and failure. The children's egos will suffer just as adults egos suffer when they are told to do something that they cannot do, and then are corrected after they have tried. Discipline and classroom management become problems when children are asked to practice what they don't know. However, when we teach children how and what to write before expecting them to practice, their writing is mostly successful, and they can become truly independent.

TEACHING *WHAT* TO WRITE

Children need to know what to write and they need the concepts and vocabulary necessary to accomplish this task. All areas of the curriculum provide content for writing activities: science and health, social studies, literature, and even mathematics.

These areas provide the subject matter *through which* we teach the skills of writing (and reading, of course). A theme, a unit, or an area of the curriculum provides the content that allows us to teach both subject and skills. This may be done by:

☐ reading to the children
☐ showing films and videos
☐ assigning classification activities
☐ doing experiments
☐ art activities
☐ drama
☐ going on field trips
☐ other child-centered activities

The most potent result of all these activities is the opportunity to build up the children's inventory of language. *Word banks* are developed to build the vocabulary required by the children to think, to learn, to read further, to write about the subject, and to write independently. Content and related vocabulary give children what they need in order to write.

TEACHING *HOW* TO WRITE

Children need to know how to write, how to spell, and how to write the structures of the English language. Their spelling does not need to be *standard* in the very early years (see Temporary Spelling, page 35), but children need the ability to spell well enough so that they can write words with ease, and so that others can read what they have written. To write the structures of the English language, children need to be taught how to put words together to write:

- ☐ lists
- ☐ sentences
- ☐ poetic structures
- ☐ connected text, paragraphs, stories, and so on

Why Children Must Write Every Day

We need to have children write independently every day so that we can monitor progress. We circulate as children are writing to help them apply what has been taught. This is individualized teaching and individualized learning. Young children need to be nagged to apply what is being taught. Nagging while children are writing helps children learn what has been taught. Correcting a paper after it is finished wastes teacher time and the corrections are often meaningless to the children. Having children redo work—dragging them back to yesterday—runs counter to the thrust of progress children need at the beginning stages of writing.

Children must write every day for the following reasons.

- ☐ to practice what has been taught
- ☐ to learn to apply the language skills that have been taught
- ☐ to provide a portfolio record of their growth in language skills
- ☐ to free time for the teacher to teach small groups of children
- ☐ to encourage sharing, cooperative learning, and the development of oral language skills as they sit in small groups to write
- ☐ to increase their understanding of the phonics of English, as they apply their how-to-spell skills to unknown words

THREE WRITING ASSIGNMENTS

Children usually have three writing assignments each day. The assignments are written in bound books suitable for beginning writers. Keeping a day-by-day record enables the students to see their own progress, which develops a sense of pride and self-confidence.

1. Directed Writing (The Language Book)

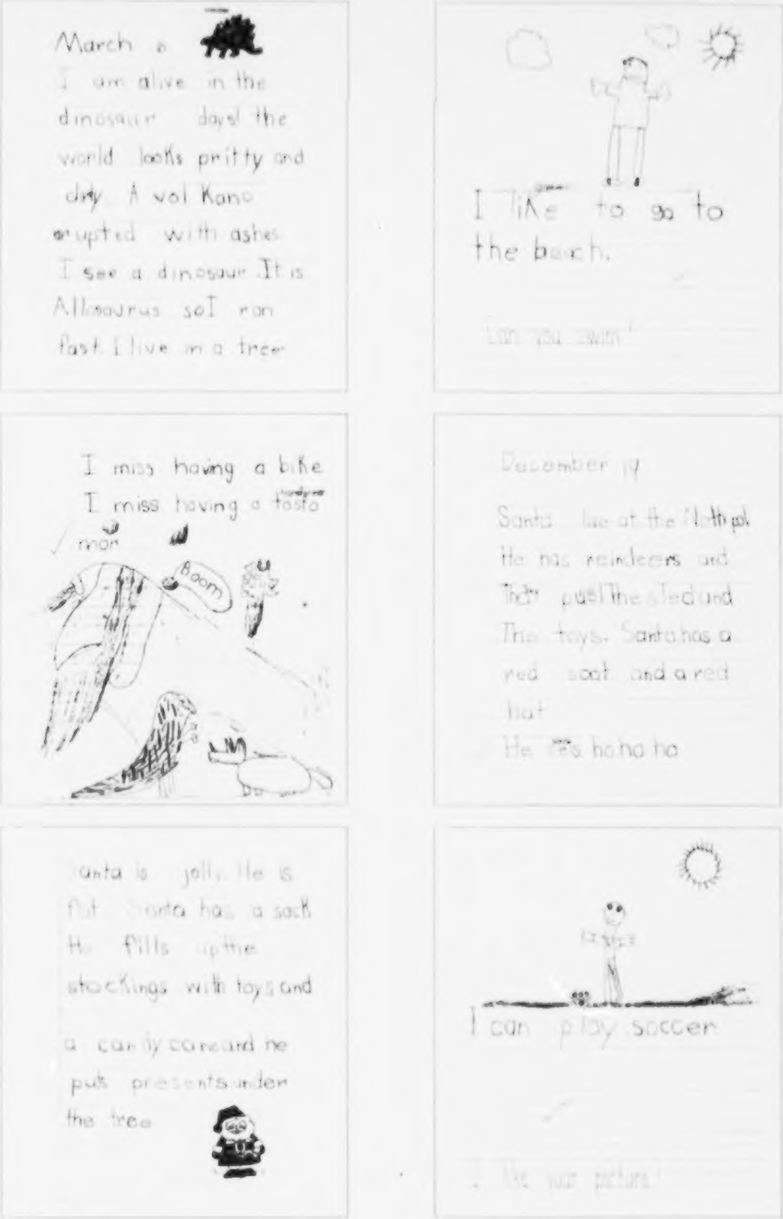
Children write the structure they have practiced orally during oral language time. They write three or four examples if the structure is short. They may illustrate their writing if they choose. The directed writing book shows what has been taught to the child. As examples, see the reproductions of six dated pages from a typical grade-one writing book on page 43, beginning with the first three entries shortly after the start of school and ending in March. Three January samples from a grade-one class illustrate the different ability levels of the children (see page 44).

2. Handwriting

In the first half of grade one, handwriting is assigned daily as children practice the formation of letters they are learning in spelling and phonics. Later, handwriting might not be daily, but assigned as needed.

3. Free Writing (The Journal)

Children keep a journal and write anything they wish in it. This is done almost every day, except at the beginning of grade one. The journal is a test, showing what the child has learned of written language. Usually it is of lesser quality than their directed writing. In some grade-one classes we do not start the journal until the fourth or fifth month of school when the handwriting book is phased out. By then the children have learned enough to write freely and are able to begin writing journals successfully. By grade two, the children's confidence and sense of accomplishment are clearly visible. (See page 45.)



March 6
I am alive in the
dinosaur days! the
world looks pritty and
dirty A vol Kano
erupted with ashes
I see a dinosaur It is
Allosaurus so I ran
fast I live in a tree

I like to go to
the beach.

Can you swim?

I miss having a bike
I miss having a tasto
mon

December 19
Santa live at the Nothpol
He has reindeers and
Them pusl the sled and
The toys. Santa has a
red soot and a red
hat
He ses ho ho ho

Santa is jolly. He is
fat Santa has a sack
He fills up the
stockings with toys and
a candy coneand he
puts presents under
the tree

I can play soccer

I like your picture!

Samples of a grade-one child's writing

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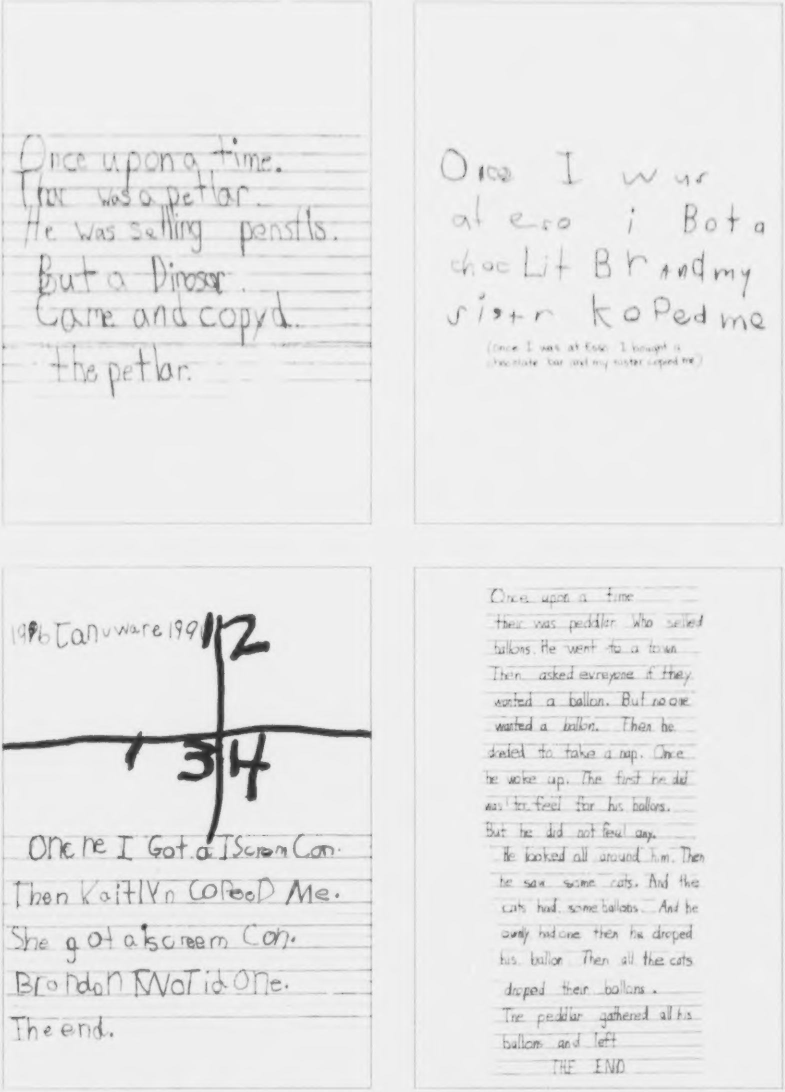


Once upon a time.
Thar was a petlar.
He was selling penstls.
But a Dinosar.
Came and copyd.
the petlar.

Once I wur
at eso i Bot a
chocLit Br and my
sistr koPed me

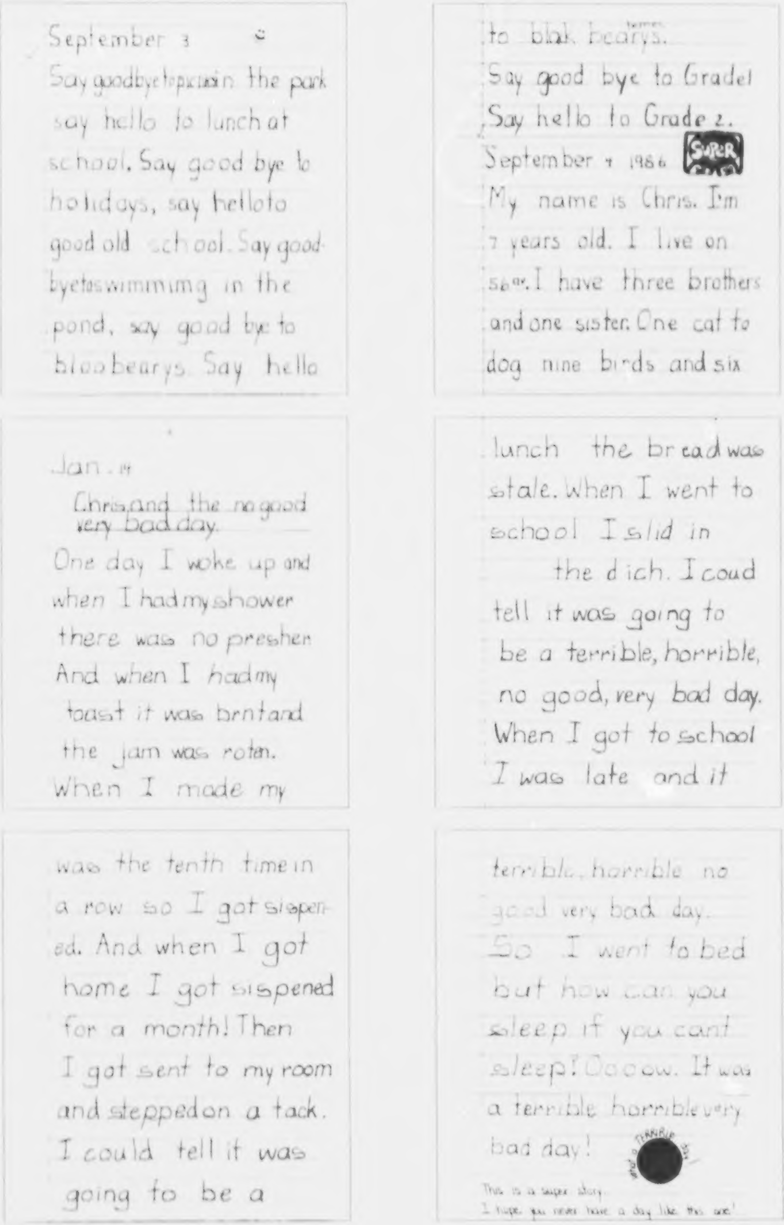
(Once I was at Esso. I bought a chocolate bar and my sister copied me.)

1996 Canuware 1991

One ne I Got a IScrem Con.
Then KaitlYn CoPeeD Me.
She got a Iscreem Con.
Brondon NoTid One.
The end.

Once upon a time
their was peddlar Who selled
ballons. He went to a town
Then asked evreyone if they
wanted a ballon. But no one
wanted a ballon. Then he
deded to take a nap. Once
he woke up. The first he did
was to feel for his ballons.
But he did not feel any.
He looked all around him. Then
he saw some cats. And the
cats had some ballons. And he
ownly had one then he droped
his ballon Then all the cats
droped their ballons.
The peddlar gathered all his
ballons and left
THE END

Writing samples from four grade-one children taken in January



September 3 ☺
Saygoodbyetopicnicin the park
say hello to lunch at
school. Say good bye to
holidays, say hello to
good old school. Say good-
byetoswimming in the
pond, say good bye to
bloobearys Say hello

to blak bearys.
Say good bye to Grade1
Say hello to Grade 2.
September 4 1986 SUPER
My name is Chris. I'm
7 years old. I live on
56av. I have three brothers
and one sister. One cat to
dog nine birds and six

Jan. 14
Chris and the no good very bad day.
One day I woke up and
when I had my shower
there was no presher
And when I had my
toast it was brnt and
the jam was roten.
When I made my

lunch the bread was
stale. When I went to
school I slid in
the dich. I coud
tell it was going to
be a terrible, horrible,
no good, very bad day.
When I got to school
I was late and it

was the tenth time in
a row so I got sispen-
ed. And when I got
home I got sispened
for a month! Then
I got sent to my room
and stepped on a tack.
I could tell it was
going to be a

terrible, horrible no
good very bad day.
So I went to bed
but how can you
sleep if you cant
sleep! Oooow. It was
a terrible horrible very
bad day!
What a TERRIBLE day
This is a super story.
I hope you never have a day like this one!

Samples from a grade-two student's journal

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Notes

Reacting to Children's Writing

5

Children write to record ideas, to send messages, to remember what they are thinking, or to record what they have learned. They write for dozens of reasons, but rarely are they cognizant that they are writing to learn to write. They are focused upon the content, while we, as teachers, are focused upon the teaching of writing skills *through the content.*

Reacting to Content

What a child writes is of prime importance. We review each child's daily writing and like to react personally in writing. We comment or ask a question to show that we have read and enjoyed the content and to extend a child's thinking. When children are just beginning to write, it is sometimes difficult to respond because they are able to write only a simple three or four word sentence. Regardless, we try to respond. If the child has written "My pet is a cat," we might respond in one of the following ways:

My pet is a dog.
My pet is a cat, too.
My cat's name is Misty.
I wish I had a cat for a pet.
What is your cat's name?

We respond to the content, but we avoid judicial comments of all types. Comments such as "very good" or "try to write more tomorrow" rarely help the child to improve or mature. The best compliment—and the most encouragement—you can give is to respond meaningfully to whatever the child has written.

We try to respond in writing every day because having a response is so important to children. [I can still see the eager looks on the faces of my first-grade children racing to get their books to see what I had written. It was the most important part of their morning. Sometimes they would sit right down and write a comment back. It created a personal bond between my pupils and me. *M.J.M.*]

Reacting to Skill Level

To correct or not to correct, that is the question. Teachers have argued about this for many years. Some teachers—and parents—believe every word should be edited and corrected, while others believe that children should be allowed to be *creative* and spell as well as they are able. What is the answer?

In most school assignments we ask children to practice what we have taught them. For example, when we teach mathematics, we may begin with teaching children how to add. When we ask them to practice math, we give them addition questions of a difficulty level they can handle and they do not normally initiate more complicated tasks. But in spelling, we teach six consonants and a vowel, and ask the children to write every day. The children practice what they've learned but they also want to write wonderful words such as *gorgeous* and *beautiful*!

When children write daily, they frequently want to spell words requiring knowledge well beyond what they have been taught. Writing *grjs* or *gorjus* allows them to practice the phonics they have been taught so far. If we tell them the correct spelling and they copy *gorgeous*, this allows them to practice copying only; they neither practice phonics, nor learn *how* to spell. If we want them to learn to spell we must allow them to practice what they have been taught, which means that, in the beginning, many of their spellings will not be standard. Their use of temporary or inventive spellings allows them to practice what they have learned and shows what they need to be taught. (And we needn't fear that they will somehow get addicted to the wrong spellings; when youngsters start to speak, everyone accepts temporary pronunciation. How many adults do you know who still say wawa for water?)

How to Correct Children's Spelling

That said, children's spelling does need correction by the teacher. The writing they do every day demonstrates their development and growth in applying phonetic skills and spelling principles. When we respond to the skill levels we see in their writing, we need to have two basic spelling lists in mind: (1) words that should be corrected and (2) words that are beyond the child's ability.

1. WORDS THAT SHOULD BE CORRECTED

Children often need a little reminding to help them apply what has been taught to them. When a child misspells a word that should be spelled correctly, we try to catch the word as the child is writing. As we circulate among the students, reading and commenting on their writings, we show them errors and have them correct their work immediately. We don't circle the error with a red pen or make any kind of mark; we just point to the error and have the child correct it. If the child needs help to correct the error, it shows us, as teachers, that the child isn't sure enough about what we have taught; perhaps we need to reteach or review. Of course, we don't point out every correctable mistake. We don't have time to do that, nor do we need to. We have children correct enough of their work so that they learn to apply what has been taught. We don't need to overdo the correcting. A small amount of nagging teaches them to take care and apply what has been taught. We nag and they correct; we nag the mistakes that will make the greatest difference in the child's spelling performance.

When language time is finished, we do no further correcting in the beginning grades. When young children are finished, they are finished, having learned all they can through that day's writing. They don't want to edit or redo work; nor should they. They do want to look for a teacher's comment and they sometimes just reread their pages or the pages of a friend.

2. WORDS THAT ARE BEYOND THE CHILD'S ABILITY

In the first month or so of the formal teaching of phonics, children might learn how to apply five or six consonants. Suddenly they want to spell the word *gorgeous*. They don't know any vowels, but they understand the one-to-one relationship between letters and sounds, and they understand that sounds must be written in a sequence. Applying this knowledge allows them to spell *grjs*, using every phonetic spelling skill they have been taught. If teachers circle words like *grjs* or ask that *grjs* be corrected, they are asking children to do the impossible. At this stage, they do not know enough to write the word in the standard manner. They have written the word as well as possible at their stage of spelling development. It is best to leave such spellings alone, but note what the children have learned and what they need to be taught. Children at the stage of writing *grjs* show that they need to have some vowels taught. Once children understand both consonants and vowels, they need to apply both when writing. Thus, *grjs* would no longer be acceptable. We would nag them into using vowels, and the word might be spelled *gorjus*, still not standard spelling, but a big improvement. Teachers must demand that children apply what has been taught to them; thus all the words that they write should reflect our teaching.

Doozers

Unfortunately, there are words for which there seem to be no phonetic rhyme or reason. Usually, they are words of high frequency usage. Words such as:

they
does
have
of
you
come
is
one
said
are
once
because
were
was

A long time ago in one of my first grade classes, we were trying to learn how to spell one of these words when a little boy said, "That's a doozer, Mrs. McCracken." The word *doozer* has stuck through the years as it seems appropriate to describe these spelling demons.

After the first four or five months in first grade, when most of the children understand the alphabetic principle of spelling, we can introduce five doozers. Other doozers are introduced at the beginning of grades two and three. Five doozers seem to be enough for both children and teachers to remember at one time throughout the primary grades. *Does*, *said*, *they*, *are*, and *was* are five good doozers for beginning any primary grade.

We place these words on large cards and suggest that they be hung in one or two places in the classroom. As we introduce doozers to children, we make sure that all of them know what the words are. We then ask children to make certain that they copy the doozers correctly whenever they use them in their daily writing. We know of no way to have children learn these words other than by plain, old rote. If we allow children to write *thay* for one or two years, they will practice *thay* several hundred times, making it verydifficult to unlearn.

Five doozers hang in this second-grade classroom; the words are printed on both sides of the cards. There are five similar sets hanging in the classroom so that they are easily seen from anywhere in the room.

Keep an eye on the performance of doozers in your children's writing and, when no mistake has been noted in one particular doozer for two or three weeks, that doozer can be taken from the list and replaced with a doozer the children suggest. Children know the words that give them the most trouble. We run five doozers at a time, and nag or remind children to spell them correctly in their daily writing until the standard spelling is automatic.

Suggested Day Plan to Fit Skill Teaching Into a Full Day

We need large blocks of time so that we can teach children and give them sufficient time to learn and practice what has been taught. What children have been taught is applied throughout the day. Of course, any suggested day plans and time allotments are subject to variation according to school district requirements.

A GENERIC TIMETABLE

Opening Exercises

Mathematics (for whatever time is required by your district)

Oral Language Time (usually whole class teaching for 20 to 40 minutes)

Writing Activity Time
1. Directed writing
2. Free writing
3. Handwriting

During this time take out groups of children for:

- ☐ small group teaching of spelling (with nagging between groups)
- ☐ mixed ability groups to teach reading (nagging again)

Sharing Time (at the end of the morning)

Musical Activities (throughout the day)

LUNCH

Quiet Time (read to children, follow-up with practice reading time)

Finish-up Time for Language/Reading/Writing Activities

Curriculum Content (The teaching of content with art, drama, experiments, and other oral or hands-on activities may be specific or form the subject matter for language arts activities.)

Physical Education or Movement Education (needs to be fitted in to meet classroom or school requirements)

Notes

65

Spelling Dictation Grades 1–3

6

Except at the beginning stages, a typical spelling lesson takes about five minutes. (Review pages 25–31.) For most of the dictation we have provided words in groups of eight, ten, or twelve words arranged left to right. Of course, you may pick and choose as you wish and regional accents—a tendency to drop the *r*, nonstandard vowel pronunciations, and so on—should be taken into account.

As you introduce each letter, teach (1) its name, (2) how to write it, (3) the sound the letter represents, and (4) what we do with our mouth to form the sound. Have the children prepare their chalkboards, then teach and dictate words for about five minutes. Initially, children write only the beginning and/or ending letters; later they write whole words or as much of each word as they can.

In this book we have not tried to teach every sound or every spelling pattern. We have taught consonants, vowels, and many spelling patterns. If you are required to teach additional letters or patterns (*ph* to represent /f/, for example), the directions we have given for teaching and dictation may be used with lists of words you create.

Teaching Strategies

INTRODUCING

- ☐ teach the name of the letter
- ☐ teach the sound it makes
- ☐ teach how the sound is formed in the mouth
- ☐ teach how to print it in lowercase
- ☐ teach how to print it in uppercase (or capital)
- ☐ have the children say the word and print the letter where they hear it—at the beginning or the end of the word. As more letters are learned, have the children print both initial and final letters.

PRACTICING

Have the children say each word after you and print the letters for the sounds they say. These will progress from only the initial or final letter, to both, then to medial consonants as well, finally to whole words.

REVIEWING

Follow the directions for each review. Reviews become more difficult as more letters are added, but the number of words per lesson are reduced. These reviews provide the opportunity to see progress and also to catch errors so that reteaching can occur as necessary.

TEACHING

In grades two and three, when all the letters have been introduced and well practiced, teach specifics as detailed. Most instruction at this stage will focus on spelling patterns, adding endings to change meanings, the use of affixes, and so on. These lists do not cover everything (contractions, for instance). Initiate this teaching as needed.

Grades One to Three Contents

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- Introducing *M* 64
- Introducing *S* 65
  - Practicing *M* and *S* 65
- Introducing *F* 66
  - Practicing *M*, *S*, and *F* 66
- Introducing *B* 67
  - Practicing *M*, *S*, *F*, and *B* 67
- Introducing *T* 68
  - Practicing *M*, *S*, *F*, *B*, and *T* 69
- Introducing *C* 70
  - Practicing *M*, *S*, *F*, *B*, *T*, and *C* 70
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- Teaching short vowels 72
- Introducing short *a* 73
- Teaching short *a* in medial position 74
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- Introducing *R* 76
  - Practicing *R* with *M*, *S*, *F*, *B*, *T*, and *C* 77
- Introducing *L* 78
  - Practicing *L* with *M*, *S*, *F*, *B*, *T*, *C*, and *R* 78
  - Practicing short *a* with *M*, *S*, *F*, *B*, *T*, *C*, *R*, and *L* 79
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  - Practicing *P* with *M*, *S*, *F*, *B*, *T*, *C*, *R*, and *L* 81
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- Introducing *D* 83
  - Practicing *D* with short *a* and short *o* 83
- Introducing *G* 84
  - Practicing *G* with short *a* and short *o* 84
- Reviewing what has been taught so far 85
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- Introducing *W* 87

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  - Practicing short *u* in medial position 94
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  ing 138
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  ai spelling long /a/ 145
  a-e spelling long /a/ 146
  ay spelling long /a/ 147
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  e-e spelling long /e/ 148
  ee spelling long /e/ 149
  ea spelling long /e/ 150
  ie spelling long /e/ 151
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  i-e spelling long /i/ 152
  igh spelling long /i/ 153
  ie spelling long /i/ 153
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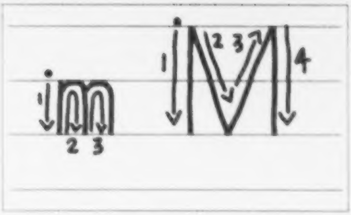
Notes

Grade
Spelling Dictation

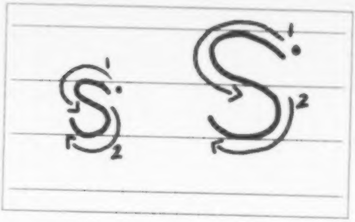
1

Introducing *M*



☐	monster	tram	Milwaukee	minimum
	macadam	maim	million	material
☐	magnificent	mighty	confirm	chum
	ham	mellow	arm	meat
☐	clam	mom	multiply	alarm
	mystery	firm	stem	harm
☐	inform	mud	mechanism	many
	minute	motor	Maggie	madam
☐	mountain	music	medium	medicine
	trim	middle	charm	melody

Introducing *S*



☐ seven
Sam
sunshine
bus
atlas
support
sorting
bakes

☐ class
cress
San Diego
dress
second
sixteen
sifter
seventy

☐ sunsets
gorgeous
success
Christmas
stops
lakes
sports
senior

☐ superior
sis
summer
sudden
units
gets
stocking
sweets

☐ sent
sofa
supper
fuss
cakes
famous
claps
spatter

Practicing *M* and *S*

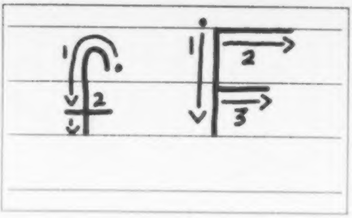
☐ mass
slam
sunbeam
marvelous
stem
memories
mounts
muss

☐ stream
milks
slum
mishaps
markets
storm
meets
scream

☐ seem
swim
scram
strum
solarium
mistiness
skim
mindless

☐ metropolis
miss
mists
steam
moss
mates
microscopes
Sam

Introducing *F*



☐ frontier frown calf cliff
half faster funny folder

☐ fluff father belief reef
if fifty further elf

☐ off fling brief feast
factory gruff cuff surf

☐ huff grief loaf deaf
puff forest relief finger

☐ find freeway five friendly
turf February France yourself

Practicing *M*, *S*, and *F*

☐ flakes stuff floss freaks
muss form mischief molasses

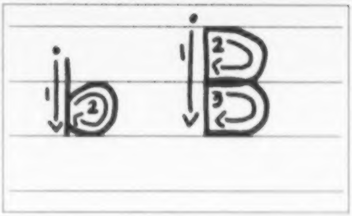
☐ myself firm storm self
flutes film matters scream

☐ farm scuff from Morris
floats foam mastiff serious

☐ masks muff mysterious flaps
Muffett surf staff stream

☐ mutters fastens sheriff famous
miff flasks miss stuffs

Introducing *B*



☐ bleach butterfly bathtub cub
scrub bacon brainstorm beetle

☐ barb cob tub bulb
brook gob crib billiard

☐ Bob jab biscuit blip
grub corncob throb bib

☐ lab job bear button
butler boiling black butter

☐ crab drab battle blotter
blurb better basket grab

Practicing *M, S, F,* and *B*

☐ bus flab brim bits
bass stiff sandstorm barnacles

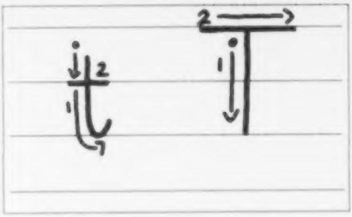
☐ flub stub fib bedlam
sob moss form broom

☐ fabulous scarf fiberglass Birmingham
scrub beef famous blab

☐ marvelous swab breaks backs
belief bloom bottom scoff

☐ Bellingham stab bluff firm
surpass boom bailiff skim

Introducing *T*



☐ right, tent, limit, tender, today, jacket, table, headlight

☐ coat, town, tallest, part, toast, transport, cut, terrible

☐ total, temper, travel, temple, tension, cannot, tight, train

☐ truant, terminal, cast, last, important, trucking, talking, quit

☐ built, tangent, dart, detergent, trot, pennant, permanent, tenant

Practicing *M, S, F, B,* and *T*

When dictating words such as “forest,” “stiff,” or “smart” some children may be able to tell you what *two* sounds they say at the beginning, or at the end of the word.

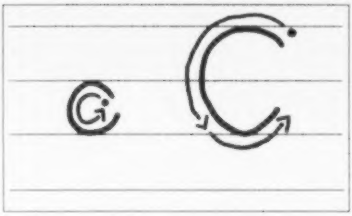
☐ market term summit tennis
secret freight mist skirt

☐ forest but sport fort
turf sit flashlight start

☐ best seat spirit tub
stab team fast fit

☐ flat sub blast simplest
smart smurf smokes smallest

☐ stylist flames forget stiff
stem moist staff meats



Introducing *C*

☐	plastic	capable	casual	arithmetic
	clothing	Atlantic	coming	combat
☐	music	camel	climax	clatter
	conductor	attic	gigantic	elastic
☐	curly	crushing	rustic	completion
	Pacific	anemic	creature	drastic
☐	canning	closure	hectic	candy
	public	crush	Antarctic	dynamic
☐	caustic	classic	carousel	electric
	cursive	panic	havoc	crater

Practicing *M, S, F, B, T,* and *C*

☐	mosaic	socket	crabs	carnivals
	cram	tonic	boost	fantastic
☐	basic	curb	cutlass	spoof
	bathroom	cannot	sporadic	flotsam
☐	bright	carrot	climates	talc
	consonant	mischief	telescopes	flatboat
☐	fabric	tasteless	misinform	commandant
	student	blanket	cutlass	monstrous
☐	talcum	stiffness	bottom	critic
	toxic	felt	spirit	bouquet

Reviewing what has been taught so far

For this lesson, there should be no lines inside the Game Boards. Tell the children they are to repeat the word for the beginning and ending sounds as they have been doing, but that today's words will also have a sound that they know somewhere in the middle.

Review the names of the six letters taught so far, and put them on the large chalkboard or on your own small chalkboard. *You may only be able to dictate two or three words in a lesson.*

☐ craft tablet countess

☐ torment confess brightness

☐ crest cost moment

☐ buffet cobweb magnifies

☐ flames success beset

☐ classic mightiness straight

If some children seem ready for a special challenge you may wish to work with the following words. All of them have "in the middle" more than one sound the children have learned.

☐ transmit bombardment contrast

☐ brontosaurus monstrous mysterious

☐ contest settlement movements

☐ fantastic broadcast crickets

☐ crossarm substitutes submarines

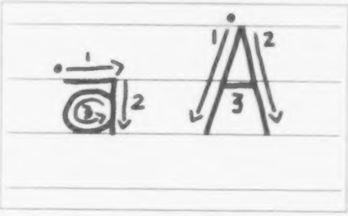
Teaching short vowels

Thus far you have taught consonant sounds only, sounds that can be felt in the mouth. Teaching this short vowel now retains the one-to-one relationship between speech and print; when you say a sound you write a letter.

Short *a* is a good first vowel choice as it has the least dialectic variation throughout North America. Short *a* can be used at the beginning of a word, and in the middle, but not at the end of a word.

Start, as before, by teaching the four things about the letter: its name: *a*, its sound: /a/-'ah,' and how to write it. Teach also that short *a* really doesn't have a "feel" in the mouth, but that vowel sounds must be *heard*.

Introducing short *a*



Have the children divide their chalkboards into four Game Boards. Tell them you are going to say some words and that the /a/ may be at the beginning or in the middle of the word. Ask the children to repeat each word after you. If they say /a/, they should print *a;* if they don't say /a/ they should leave that Game Board empty.

☐ animal afloat late after
accord gosh and aster

☐ boil cob mend custard
agitate monster apple terrible

☐ anchor tenth antenna antic
acting appetite approve ash

☐ black angry form axe
cast last plaster damp

☐ Atlantic taxi antelope waist
anniversary admit dog dagger

Dictate the following words and have the children write both the beginning and ending sounds:

☐ Alps accent ant apart
atlas assistant atom aspect

☐ alarm apparatus appetites apes
amiss at about album

☐ admit advent acrobat act
absent affirm atom abbot

Teaching short *a* in medial position

[Remember to say each word only once. The children may say the word as often as necessary. Discourage elongating of sounds.]

Tell the children that they are now going to spell whole words. There should be no lines at all on their chalkboards.

1. Say the word "sat," for example.
2. Have each child repeat the word.
3. Ask, "What did you say *first*?"
4. The children respond, repeating the word as necessary to identify /s/ as *s*.
5. The children write *s* on their chalkboards.
6. Have the children say the word again. (You should say the word only if the children cannot remember it.)
7. Ask, "What did you say *after* the s, after /s/?"
8. Get the children to identify the short /a/ and to write the letter *a* on their chalkboards.
9. Now have the children say the word again, and ask, "What did you say at the *end* of the word?"
10. The children identify the /t/ and write *t* to complete the word.
11. Have everyone point to the whole word and say it.
12. Dictate three more words and have the children write each word on their chalkboard.
13. When all four words have been written on their chalkboards, say one of the words, and have each child point to the word on his or her own chalkboard and read it, and then erase it. Say a second word, have the children point, read, and then erase, and so on until their boards are clean. This reverses the process of writing into reading, a task that some children find difficult.

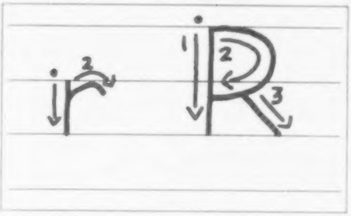
Spelling whole words after teaching short *a*

For each lesson dictate at least four words.

☐ tab bat mat am
☐ fat mast fact fast
☐ Sam tact at cats
☐ tam cat sat cast
☐ masts stab tabs aft
☐ Mac act stabs mats

[In their free writing the children may spell “ask” as “asc,” “staff” as “staf,” and so on. Accept these spellings without comment. The children are spelling as well as they have been taught. Correction at this time will only confuse them.]

Introducing *R*



☐ robin
ripe
reading
lower
war
rarer
radar
round

☐ rasher
roar
roper
romp
pear
air
raisin
shower

☐ roll
royal
liar
rodeo
power
car
chair
really

☐ appear
rapid
rainy
repair
door
rustler
wear
runner

☐ dear
jar
river
poor
rug
aster
doctor
roller

Practicing *R* with *M, S, F, B, T,* and *C*

☐ tear rim right repeat
clear for road clatter

☐ roof stair flower rub
relief motor rot redness

☐ bear riot clear root
floor rear roundness caterpillar

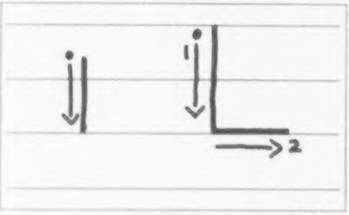
☐ carrier relic fear fir
cashier blower center caller

You may wish to challenge some of the children to spell the following whole words.

☐ rat ram raft crab

☐ cram tram tract scram

Introducing *L*



☐ land peel well listen
heal pail retail gill

☐ pill jail natural dial
steal lettuce litter squeal

☐ capital initial label leap
log deal metal shell

☐ veil pal goal leg
like lead lovely later

☐ leash load latch lucky
creel long dreadful legal

Practicing *L* with *M, S, F, B, T, C,* and *R*

As usual, have the children print the initial and final sounds. At this stage they may be able to handle ten words in one dictation.

☐ liar frail lift lost real
let coal spool soul light

☐ towel list feel sell sill
bell meal fowl royal call

☐ metal fatal scandal bowl fool
loam till bail ball tool

☐ motel legal cool lab tell
sail lot lower leaf total

Practicing short *a* with *M, S, F, B, T, C, R,* and *L*

Have the children write the following whole words.

☐ slat flat scram rams

☐ slam lab flab lam

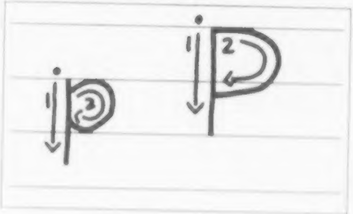
☐ flats crab brat rats

☐ tram clam mast fast

☐ cram blab slams stab

☐ last fact blast tram

Introducing *P*



☐ deep grip plod person
drip yelp penalty gallop

☐ nap pretty plenty grasp
limp thump lamp cheap

☐ pried poke porcupine shrimp
help prop trap pup

☐ public pig prison purple
dip dump heap poking

☐ primp pretend punk plump
plop pork chimp purpose

Practicing *P* with *M, S, F, B, T, C, R,* and *L*

Have the children print the first and last letters. [Some children may be able to print the intermediate consonants as well.]

☐ slump sloop petal possum prior
tip loop lump pear stop

☐ pop proof pail loop creep
poem mop peat bump coop

☐ post pleat mumps fantastic perfect
flap reap top poet panic

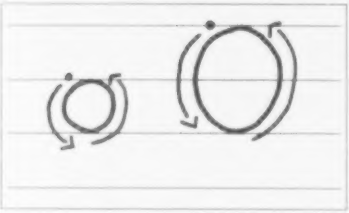
☐ puff peril flop bottom prop
plump cup clutter pomp romp

Reviewing what has been taught so far

Have children print the whole word.

☐ cap rap cramp craft slaps
☐ past flap trap lamp laps
☐ spat camp tap slap slam
☐ stamp ramp pat clamp pact
☐ lap fact pals map clasp
☐ strap rasp amps maps flat
☐ claps tramp clamps last blast
☐ slat strap tamps rats tramps

Introducing short *o*



After teaching the short *o* and its /aw/ sound to children, dictate the following words. Have the children write the letters for the initial and final sounds.

☐ octopus off optimum oddness
object observant occasional omnibus

☐ osmosis Oscar offset operator
otter officer offer omelet

To introduce short *o* in the medial position, you might like to review page 74. Have the children write the following whole words.

☐ pot sob soft lot plot

☐ slob stop plop croft mob

☐ loft pots rot mop stops

☐ cot tops clot blots robs

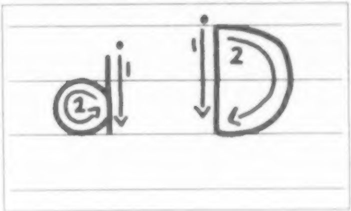
☐ cop flop prop cops trots

☐ slot trot blot pompom crops

☐ spot lots top Bob prom

☐ rob cob soft plops log

Introducing *D*



☐ doom lard mold send
mood dramatic dead did

☐ dust dart told distend
card find dud dad

☐ bald bold bend tried
dries drastic cord called

☐ dried dashed land planned
broad found detailed mud

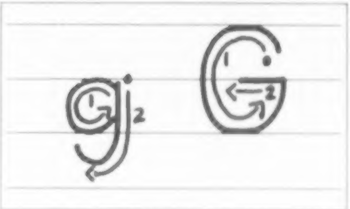
☐ dim road read mend
dear died sold mid

Practicing *D* with short *a* and short *o*

Have the children write the whole word.

☐ drops pod pads lads rod
☐ dots ad dot scads glad
☐ bad sad dam clad dad
☐ mad dabs dram plod data
☐ trod lad drat fad clod

Introducing *G*



Have the children write both the beginning and ending sounds.

☐ rug grub slug glitter
garter gum gull gust

☐ gravel dog gold mug
drag stag grab gill

☐ big pig brag grass
gram catalog globes tag

☐ gulf peg great grammar
leg fog tug mug

Practicing *G* with short *a* and short *o*

Have the children write the whole word.

☐ log brag bog gab drag
☐ gap grasp flag gasp golf
☐ tag tog gag slag slog
☐ grab gal flag smog got
☐ bag dog fog rag gas
☐ frog graft grog gram cog

Reviewing what has been taught so far

Children should be able to spell the whole word.

☐ scat frost romp bag cop
☐ cost ramp bog crop cramp
☐ tramp lamp stamp pots soft
☐ atop sag last gas pact
☐ flag prom past stomp fact
☐ land bland plant flop stops

Special challenge words for children who are doing well:

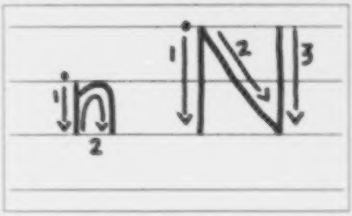
☐ drama catalog program compact tract

Writing sentences

If children have been writing each day using frame sentences so that they know how to spell *can, like, to, see, have, run,* and so on, dictate a short sentence every other day to practice capitalization, punctuation, and spacing of words.

☐ I can stop. I like frogs. I like to see a cat.
☐ I can go fast. I see a cat. I have a cat.
☐ My cat is sad. I can golf. My cat can stop.

Introducing *N*



Have the children print the initial and final letters. [Note there are now ten words in a lesson.]

☐ seen tin torn refrain train
news fan fun green near

☐ begin fallen nest national been
neat sin bun darn town

☐ fin net spin mean born
teen blamed napkin named flown

Practicing *N* with short *a* and short *o*

Have the children print the whole word. [Note there are now six words in a lesson.]

☐ man ant Stan land not stand

☐ snob blond snap snag contact pan

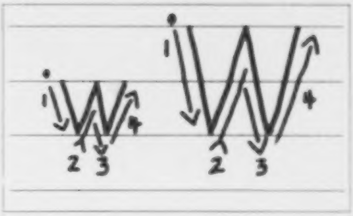
☐ pond fond nag band sand can

☐ plant slant clan ran strap Don

☐ bond grand on brand tan plan

☐ pant rant gland bland strand fan

Introducing *W*



☐ warm waist wagon waif wit
west warp wood wafer win

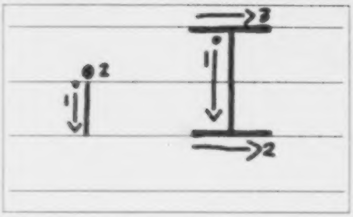
☐ wait warf word swat well
wasp worst woolen want wed

☐ war wig warn wart wall
wool worm wag wolf web

Challenge words:

☐ swamp swap swell twist twin

Introducing short *i*



After teaching the vowel's name and sound, dictate the following words. Have the children write the first two letters and the final letter or letters.

☐ imp imagination illustration indeed
impart impress impair import

☐ important indent illegal independent
impersonal inboard immortal imperial

Practicing short *i*

Have the children print the whole word.

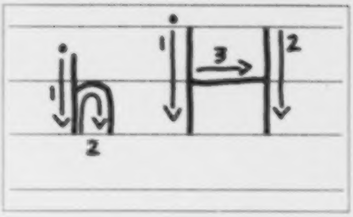
☐ fit spit snip tilt twig
☐ sit flit rip sift twin
☐ wilt wit wind slip gift
☐ pit flip mist slid bit
☐ wig win swim silt swift
☐ lilt big slit rig pits
☐ dig spin lift slim list
☐ clip fist strip rim stilt

Reviewing what has been taught so far

Have the children print the whole word.

☐ fast drop wit sift fist
☐ slip mist crisp sap slap
☐ clasp cost spot grand clop
☐ trip limp lost mint trap
☐ lamp last lint sprint tramp
☐ list spit plastic mast wisp
☐ grin clip drip flat soft
☐ web flit tap wig twin

Introducing *H*



☐ hear Helen hurt hurl harp
heap held havoc humor hectic

☐ half hug Harold help hazard
heel hamster hostess Halloween hotel

☐ hammer had harm haul hop
harmless horn harp horrible habit

Practicing *H* with all known consonants and vowels

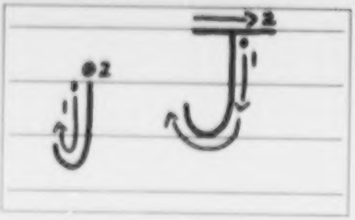
Have the children write the whole word.

☐ hop hand has had
hid hip hilt hit

☐ ham hint hat him
hot hats his habit

☐ hag hips habits hilts
hands hints hips hog

Introducing *J*



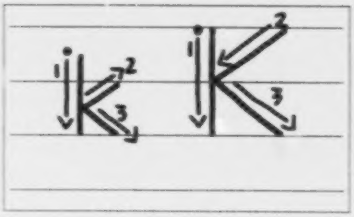
☐ joker jester jaguar jackpot
journal just Janet jail

☐ John jar jeer James
jewel jump joint jargon

☐ junior Jerusalem Jean judged
jackal Jeep jacket Japan

☐ jog jolt jack jut
juror jig Jim jab

Introducing *K*



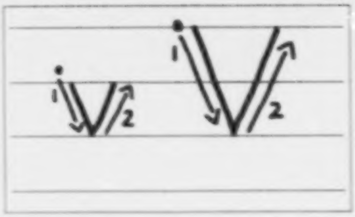
Encourage children to try the medial sounds.

☐ kipper keg keen Karen
kept kennel kernel keep

☐ kerchief kelp kilt kid
kind kiss kitten kink

☐ kidnap keeper kinder kick
kindness keel keen kindergarten

Introducing *V*



Encourage children to try the medial sounds.

☐ veil verbal veal veer
violet vault valiant vacuum

☐ vertical veteran vain velvet
valid vacation vagrant vapor

☐ Venus various volcanic vast
vacant violin vagabond ventriloquist

Practicing *W*, *H*, *J*, *K*, and *V* with short *a*, *i*, and *o*

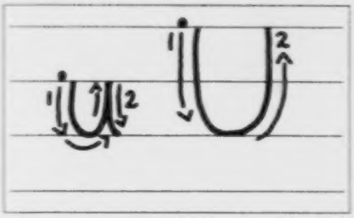
Have the children write the entire word.

☐ jam vat van jag
jog hilt vast job

☐ kilt twist hint hag
wig wag wilt kin

☐ twig vivid wink wisp
hog wind jot jig

Introducing short *u*



After teaching children the short *u* vowel and its /uh/ sound, dictate the following words, having the children spell at least the initial and final sounds.

☐ under unravel unpack unfair upturn
umpteen untold unusual unfed utter

☐ usher until uncoated unarmed uphold
unwrap unfold uproot unfasten uphill

☐ underarm undecided upon unzip understand
untwist uptown undercut upper underwear

Practicing short *u* in medial position

Have the children write the whole word.

☐ bud cut bun tut cud mud

☐ must rust dust cusp mug hug

☐ bum slug strum fun stun cup

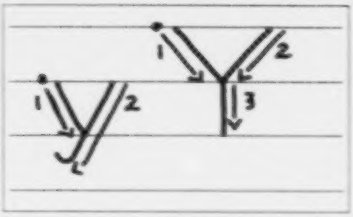
☐ bus trust tut fund plum sum

Reviewing what has been taught so far

Have the children write the whole word. Take two or three days to review as many words per day as the children are capable of.

☐ brag hog hag hug big bog
☐ bag bug hot hut rig gag
☐ rag flag rug gun gasp dog
☐ dig dug clip clog clap stub
☐ stab swim clam jump vamp kit
☐ slum slim must crust buts nuts
☐ just gust stomp plump dump smug
☐ lump stump stamp hum gum lamp
☐ tramp tuft runt stunt punt skip
☐ strip flip flop brand brunt brim
☐ trim rim rum skit slop pop
☐ plop sip trap drip stand brand

Introducing *Y*

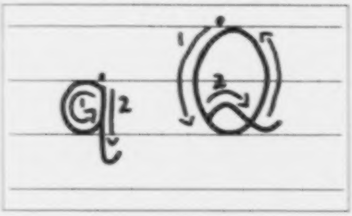


Some children may add medial sounds or write the whole word.

☐ yet yell yacht yak yam yap
yard yank yarn yes year yeast

☐ York yearn yodel yawn yip yen
yolk yield yo-yo yonder yurt your

Introducing *Qu*



Have the children print *qu* and at least the ending sound that they say. Encourage them to write any sounds that come before the /kw/ sound and the medial vowel even though some are long.

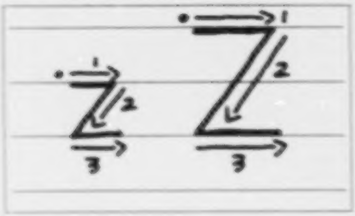
☐ quill quell queen quit
quad quilt quite question

☐ request quiet quarter quaint
quest quick quarrel quiver

☐ quintuplet inquest quip queer
quaver quail quart quake

☐ Quaker equipment equal acquaint
equator require quiet quieter

Introducing *Z*

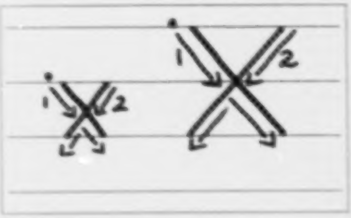


Have the children print as much of each word as they are able to.

☐ zinc whiz jazz zero zebra
zoo zoom zeal zest zigzag

☐ quiz razz zany buzz zap
zip frizz zipper zeppelin zircon

Introducing *X*

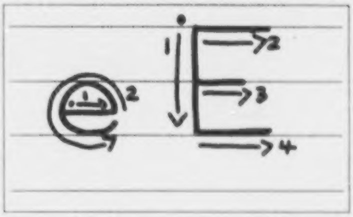


Tell the children that the letter *x* is rarely used, and that it represents the /ks/ sound, but never at the beginning of a word. Teach the children that *other* letters, *cks* and *ks*, usually represent the /ks/ sound. Encourage them to write as much of each word as possible, using *x* to represent /ks/.

☐ ox six sex box fix
vex pox tax fox mix

☐ exit mix ax exam exhaust
flax extra wax relax maximum

Introducing short *e*



Teach the children the sound, /e/, of the short vowel *e*. Many dialects make little distinction between short *e* and short *i;* acknowledge this as needed. Then dictate the following words. The children should spell the whole word. Review the consonants as needed.

☐ wet hem red mend met stem
☐ bed send pet hen led fled
☐ lend get den bled bend let
☐ glen sled tend net wed wend
☐ set pen fed spend bet quest
☐ blend west tent weld nest went
☐ cleft elf best sent deft self
☐ pest spent belt jest bent leg
☐ felt lest help peg keg welt
☐ test trend men left pep pelt

Reviewing consonant sounds, sequencing of sounds, and short vowels

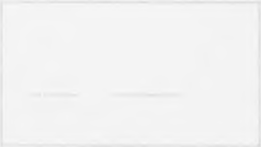
The following words are completely regular. The children should be able to spell all of them. Use the words to review and to determine if any sounds need reteaching.

☐ blab crisp stop crab bump gun
☐ brag grab skid plop bled frog
☐ pig nod mint sad rug self
☐ pond rob but stab lump grunt
☐ hid blimp fled dig rim brim
☐ sift glad plug soft mad blob
☐ raft belt kept twist crust print
☐ him stand twin quiz loft dad
☐ plod flint craft help romp golf
☐ grim trend sob jam slept went
☐ mud hint rent sift fig web
☐ held skin fend gland lift slim
☐ pond not blot bet glut blend
☐ if cab hog gulp hunt drift

Spelling two-syllable words

Children will now enjoy writing two syllable purely phonetic words. Use the following steps to dictate several groups of words to develop confidence and to review all the letters.

1. Say, "cabin." Have the children repeat, "cabin." Make sure every child says the word.
2. Ask the children to clap the word, "ca-bin." Make sure that the children clap two times indicating that they understand the two syllables.
3. Tell the children to draw two lines on their chalkboards, one for each clap.



4. Ask the children to repeat the word, "cabin," clapping again.
5. Ask, "What did you say with the first clap?"
6. If children respond "cab," have them write it on the first line. (If they respond "ca," have them write *ca* on the first line with *bin* becoming the second syllable.)
7. Next, ask, "What did you say with the second clap?"
8. Children respond and write "in" (or "bin") on the second line.
9. Then have children write the whole word underneath the two syllables.

ca bin

cabin

Practicing two-syllable words

Dictate four or five words at a time, as described on page 100. Note that the *re*- and *de*- words given here are pronounced with a short *e* rather than a long *e*.

☐ humbug prevent cabin planet extent
☐ nutmeg present upset husband helper
☐ invest repent motel intend relax
☐ contest request repast frantic music
☐ revolt depend unkind unwind exist
☐ conflict defend instruct panic sedan
☐ habit credit inland resist exam
☐ implant decamp exit debit protect
☐ expand encamp suspect contest invent
☐ exact satin antic cosmic golden
☐ expend invest mishap April hotel
☐ replant plastic oldest context enact

Practicing three- and four-syllable words

Have the children clap and count the number of syllables for the following words, and put the lines required on their chalkboards before they write.

☐ fantastic tomato potato
☐ testament habitat inhabit
☐ electric Sacramento compliment
☐ understand misunderstand defender

Adding the endings *s*, *ing*, *y*, and *er*

Most children should find adding endings a relatively simple task. Dictate words from each section until children use the ending comfortably.

Adding *s* to words that require no other change

Teach the children that *s* is used two ways: as a plural—as in 'cats'—or as a third person verb—as in 'sits.' The sound may be /s/ or /z/.

☐ dusts hams cats bands crusts
hens hands wilts runs pigs

☐ bins stands jams lists fits
hops dogs taps mists skip

☐ buns sits tilts bits bets
stubs rugs bans spots beds

☐ steps cans bats jigs flags
lasts sags dents posts pins

☐ flats pans strums blasts wigs
wets brats gabs bugs wins

☐ rags hats rusts swats mugs
swaps digs nests pests vests

☐ prints buds dims crafts plugs
rests figs rents bumps tents

☐ golfs skins lamps rafts jests
cabs swims rests crabs skids

Adding *ing* to words that require no other change

- ☐ standing sending handing bending blinking winking sanding granting
- ☐ cresting casting tending milking acting asking jumping hunting
- ☐ dusting nesting tinting blending basking tenting bumping bunting
- ☐ planting jilting lasting twisting welding mending stinking minding
- ☐ hinting flunking clumping denting finding asking rusting golfing
- ☐ slinking slanting printing landing renting belting junking bunking

Using *y* on the end of words

Teach the children that some words use *y* to represent the long /e/ sound (such as *candy*). Other words can be changed from a noun to an adjective by adding *y* (such as *crusty*).

- ☐ crusty gimpy pesky sandy bumpy spunky rusty clumsy cranky jumpy
- ☐ candy lefty softy slinky crispy flunky grumpy dandy dusty frisky
- ☐ lumpy gusty milky crafty nasty sulky silky testy hefty lanky
- ☐ slanty stumpy junky stringy pinky stinky springy lofty sixty windy

Using *er* on the end of words

If the children are ready for such explanations, tell them that *er* can change a verb to a noun (*help* to *helper*, for example); can change an adjective (from *fast* to *faster*, for example); and is also a common ending for both nouns (such as *fender*) and verbs (such as *pilfer*).

☐ faster pester pilfer helper
sender boxer renter fluster

☐ fender gander planter stricter
buster filter plunder milder

☐ tinder plaster folder winter
master milker sander stomper

☐ crisper blister blaster golfer
bumper wilder blunder caster

☐ sprinter older duster aster
after stamper under camper

☐ singer springer fonder spender
swinger hinder bolder blinder

☐ sister tender yonder mister
fester luster colder grander

Introducing *ch* in initial and final position

Teach the children that each time they say the /ch/ sound they are to write the two letters *ch*. Children should be able to write the whole word.

☐ chest chub lunch much
belch chat chant bunch

☐ bench branch chump clench
munch pinch chap chimp

☐ inch child punch flinch
clinch champ chug crunch

☐ drench chin perch ranch
rancher brunch chip children

Introducing *sh* in initial and final position

Teach the children that each time they say the /sh/ sound they are to write the two letters, *sh*. Children should be able to write the whole word.

☐ shiver shining fish bash
shag shaft flash dish

☐ shed shop ash mash
shanty shelf mesh hush

☐ ship shoplift gush dash
shelter shot gash crush

☐ shut sham rush mush
shunt shush sash rash

☐ swish hash splash lush
wish smash lash trash

Introducing *th* in initial and final position

Tell the children that each time they feel the /th/ sound they are to write the two letters, *th*.

☐ that theft both this thing
moth then thrift fifth than

☐ think bath them thinly filth
thunder thrush tenth thump froth

☐ thank math thin eleventh sixth
with cloth seventh ninth path

Practicing *ch*, *sh*, and *th*

Dictate these words as needed to review or reintroduce the three digraphs, *ch*, *sh*, and *th*.

ch

☐	chop	children	chimp	chapter	hunch
	chip	chicken	chump	pinch	punch
☐	chug	chin	achoo	inch	bunch
	chum	chant	drench	French	finch
☐	chap	chest	stench	ranch	porch
	charm	much	bench	branch	lunch
☐	champ	such	richly	clinch	crunch
	child	clench	belch	enchant	rich

sh

☐	shut	ash	mash	gush	shark
	ship	slash	rash	refresh	crash
☐	shop	cash	sash	splash	flesh
	shoo	crush	lush	flushing	dash
☐	short	flash	shunt	flush	slush
	shorn	gash	dish	mesh	finish

th

☐ thin then gothic bath forth
this throb northern math north

☐ that thick bathtub path tooth
thus thank athlete ninth broth

☐ thorn think thrash fifth cloth
three thing pathway sixth both

Introducing long vowels in grade one

Until now children may have been spelling long vowels by merely using the single letters. Long vowels can be introduced to first-grade children by introducing the simple spelling pattern of vowel-consonant-*e* for each long vowel sound, as one way to spell the long sound. (Refer to page 143 for the discussion and introduction of long vowels.)

Long *a*

☐ came mane gate take sale
same Jane late rake stale

☐ blame crane mate bake wade
shame lane skate sake bare

☐ dame pane fate wake shape
fame flame hate flake tape

☐ game tame plate shake stake
lame name rate snake awake

☐ pale made ape safe dare
scale jade cape drake fare

☐ gale blade gape fake plane
male shade grape quake vane

Long *e*

There are *very few* one-syllable words using long *e* in this spelling pattern.

☐ these theme here mere eve

Long *o*

☐ rope bone home drove nose
hope hone dome cove prose

☐ cope cone rode dove stroke
slope prone code grove scope

☐ remote stone pole rove bore
dope tone hole woke wore

☐ lope alone stole choke globe
pope smoke mole coke robe

☐ probe chose yoke shore more
elope those broke sore store

☐ mope hose joke spore pose
grope close poke snore sole

Long *i*

☐	hide ride	hive dive	file pile	dine wine	mine nine
☐	bide side	five chive	mile tile	fine brine	time rise
☐	slide wide	jive live	vile bite	shine thine	tire bribe
☐	glide bride	aside inside	kite spite	line tine	trite tribe
☐	chime slime	vine lime	fire wire	wife life	stile gripe
☐	dime grime	mime prime	hire bite	strife fife	pipe smile

Long *u*

In the following words, *u* represents either an /oo/ sound or a /yoo/ sound. You should tell the children that the consonant *y* is sometimes part of the long *u* sound.

☐	use fuse	crude rude	fume plume	cube pure	rule Yule
☐	abuse amuse	nude cute	prune dune	cure duke	tube fluke

Notes

Grade
Spelling Dictation

2

Reviewing short vowels with what has been taught so far

Begin the year by reviewing the consonants, the sequence of sounds, and short vowels. These reviews will give you the opportunity to assess the ability levels of your grade-two students. Children should be able to spell the whole word.

Short *a*

☐ stand grasp and hand
clamp camp lamp had

☐ draft slant sand bat
plant damp sad bad

☐ blast grant tramp flat
ask flap blank fast

☐ brand band drank mast
trash strap thank stamp

☐ ham crab ash champ
blab flash cramp stab

☐ crash ban drab brash
can slab gash clan

Short *e*

☐	spend	trend	pest	wet
	blend	spend	chest	bet
☐	end	nest	jest	get
	bend	west	test	jet
☐	lend	vest	left	let
	mend	best	cleft	met
☐	tent	wed	fresh	send
	went	shed	felt	elk
☐	bent	bled	melt	crest
	sent	fed	them	rest
☐	dent	Fred	slept	invent
	ten	sled	help	vent
☐	then	step	check	pet
	net	tend	red	set

Short *i*

☐ drift	spit	drip	ink
sift	split	skip	pink
☐ lift	lit	dip	stink
swift	hit	slip	think
☐ shift	bit	trip	drink
fist	fit	clip	slink
☐ list	flit	snip	mink
mist	pit	tip	clink
☐ wind	lick	slim	thing
twig	brick	thin	swing
☐ lint	trick	in	sling
glint	slick	chin	spring
☐ hint	imp	blimp	fling
mint	limp	chimp	sting
☐ crisp	crimp	tint	bring
stick	shrimp	fin	king

Short *o*

☐	slop	chomp	chop	not
	flop	lost	hop	cot
☐	cost	drop	clop	got
	plop	trod	crop	hot
☐	plod	frost	pond	shot
	shod	cost	romp	jot
☐	blot	lost	soft	lot
	stop	shop	bond	slot
☐	pop	jog	frog	romp
	prop	bog	log	stomp
☐	rot	frond	smog	fox
	tot	clog	fond	blond
☐	flock	dog	bond	clomp
	frock	fog	prod	odd
☐	clock	flog	Honda	off
	stock	hog	on	mop

Short *u*

☐	hunt bunt	just trust	drum glum	lump slump
☐	punt runt	dust rust	gum plum	duck stuck
☐	hut shut	crust must	clump dump	luck truck
☐	shunt blunt	trust gust	stump jump	cluck chuck
☐	much such	shush mush	gun slug	bunch punch
☐	gush hush	plush rush	hug bug	lunch crunch
☐	brush flush	crush sun	rug tug	hunch munch
☐	slush blush	fun bun	plug thump	dusk tusk

Reviewing one- and two-syllable words and the word endings *er*, *ed*, *ing*, *y*, *es*, and *s* with the short vowels

Short *a*

☐	plants planter	blasting masts	rafter after	grander bands	acting facts
☐	planting sandy	past casting	drafty shafts	casting bath	tact plans
☐	pansy patsy	vast lasting	grants daft	math path	hams ants
☐	handy dandy	nasty pantry	flanks lanky	jams prams	glands ramps
☐	crafty thanks	clasping gasping	tramping cramping	clasp apt	rang sang
☐	chanting ranking	plaster grasped	flask masking	hang clang	asking basks
☐	tanker pranks	crashing rashes	flashy clashing	slang bang	crab flab
☐	pants slanting	trashy cashing	crashing thrash	fang gang	drab slab
☐	landing stands	camps camper	bashing dashing	hangs sprang	stabs Brad
☐	hands plaster	camping damper	lashing mashing	cranking plans	scrams banker
☐	faster canter	hamper stamps	sashes splashing	clans bans	Frank blanks

Short *e*

☐ belts slender benches bending frenzy
gelding render drenching empty lends

☐ welding wending enemy mending French
sending tents ending smelter felt

☐ western melted renting vespers Denver
pelting vending extra camel tender

☐ smelting flexing denting tending zesty
melding spending hexing westerner petal

☐ rests fresher fleshy medal entry
jesting meshing stench pedal twenty

☐ lest helper steps trembling dented
nesting shelf swept very spent

☐ pester elfin lefty plenty rents
testing Welsh hefty tempest herself

☐ venting pesky held kept bets
best desks vexing kelp tenting

☐ vests shelter deftly text hems
creating presto swelter blemish hens

☐ tester temper member render Fred
lest tempting Dexter never weds

☐ trends fester detect trends then
blender depths inject smelts protest

☐ sent tenth protect self object
fender sleds subject myself ever

Short *i*

☐	thrifty	impy	fishy	slips	lifting
	swiftly	skimpy	flimsy	stilted	sifter
☐	nifty	shrimps	brims	shifting	clips
	stinker	chimps	hinting	ships	windy
☐	blinker	blimps	grinch	tipsy	hinder
	winking	limping	flinty	fifty	tinder
☐	thinking	wimpy	glinting	nifty	wispy
	himself	wintry	linty	visit	crispy
☐	silky	slinky	sprinter	clinker	figs
	milking	tinker	printer	drinking	wins
☐	tilts	bids	minty	gilded	fins
	risky	fibs	tinted	spindly	tins
☐	frisky	sits	wilted	dwindling	wits
	brisk	bibs	simply	kindling	thins
☐	inky	digs	tilts	crisper	spits
	pinky	whimper	jilted	inkling	wigs
☐	listing	swishing	lilting	tinkling	sixty
	misty	wished	whisker	sprinkling	mixing
☐	sister	crimping	brisker	shrinks	dishes
	twisty	fishing	whisper	living	hilt
☐	blister	inching	rigs	disks	giving
	fist	dims	filthy	crinkling	sliver
☐	drifting	swims	richer	shiver	filming
	drifter	sins	listing	liver	lisping

Short *o*

☐	romper stomping	frosty joshing	songster longing	fondling golfing	lofty fonder
☐	chomped clock	sloshing topsy	blonder promptly	body spots	shots ponds
☐	pomp ponder	Flopsy dropsy	responding softer	often bonding	slots trots
☐	lost costing	proper prosper	bother golfer	plots clots	cloth froth
☐	stronger longer	stops crops	socks rocky	fondly blond	Congo yonder
☐	longest offers	blots flops	locket pocket	cods lofty	pronto conch
☐	gongs thongs	globs snobs	docking shocker	comet upon	poncho closet
☐	throngs songs	chops shops	mocking rocker	got blot	fronds gosling
☐	frosting rots	frothy moths	blocking clocks	docking jots	gosh stocky
☐	honking softer	broth lobster	frocks flocking	posh galoshes	foxy boxing
☐	crofter lofts	mobster cloth	smocks rocketing	drops rocking	agony props
☐	fostering belongs	costing stocking	socket rocking	convent content	tops throbs

Short *u*

☐	lumpy	jumbo	crushing	bumbling	sprung
	bumpy	stunts	mushy	stumbling	rung
☐	stumps	runty	hush	fumbling	hung
	rumps	number	slushy	grumbling	sung
☐	dusty	slumber	rushes	rumbling	stung
	dumpling	hunting	gushing	tumbling	spuds
☐	punts	plush	plunder	crumpling	funds
	rusty	shunting	slush	blustering	brunt
☐	grumpy	bunting	brushing	thumping	musty
	crusty	crunchy	thrush	crumpet	bunts
☐	lunches	trumpet	grunted	bunching	lusty
	mumps	gulping	punches	blunts	brunch
☐	luster	gulch	pulpy	dumping	plugs
	fluster	mulch	under	clumping	thugs
☐	blunder	cluster	such	pumping	struts
	lumber	duster	bulk	fungus	slums
☐	slugs	just	sulky	thrust	strums
	nuts	must	hulks	chunky	trunks
☐	puns	busts	bulbs	spunky	bunks
	nuns	gusty	strung	bunker	slumps
☐	bugs	trusty	slung	clunker	husky
	clubs	thus	lung	drunk	gulfs
☐	cubs	bunching	flung	junking	stubs
	grubs	hunch	clung	plunking	shuns

Teaching words with short vowels followed by *r*

With each of the vowel-*r* combinations, tell the children to spell the sound as they hear it: /er/=*er*, /ar/=*ar*, /ir/=*ir*, /or/=*or*, /ur/=*ur*. You may wish to dictate eight *er* words on one day, followed by eight *ar* words the next day, followed by *ir* words, and so on, returning to *er*, *ar*, and so on, as needed.

er

☐	perch	perfect	stern	verb
	berth	servant	Vern	superb
☐	herb	clerk	alert	filbert
	fern	serpent	Bert	insert
☐	serf	perky	pert	lantern
	her	herd	western	cavern
☐	herself	person	tavern	superman
	jerk	term	sperm	filter

ar

☐	bark	arm	cargo	parchment
	start	cart	alarm	pardon
☐	starchy	park	hard	Mars
	lark	scarf	spark	harm
☐	bars	barter	scars	sharp
	charm	cars	partner	darling
☐	barb	chart	afar	charming
	harmful	harp	jars	starter

more ☞

☐ sharpener parch sharp charter
sparkling shark part par

☐ tar farther gargling Martha
art army barter remarking

☐ harsh dart party carpenter
upstart marsh tart darting

☐ impart snarling march yard
artist sharpen garland smart

☐ card garden bartender garnet
Denmark lard charting apart

☐ garment remark hardy harming
apartment parson marbling farm

☐ harder depart marlin snarl
barn hardest department marmalade

☐ sarcastic yarn harken stardom
harpoon tarnish darn farmer

☐ embark jargon varnish ark
harden carton Spartan darning

☐ bark barking alarming cartoon
armful dark sharper hardly

or

☐ ford orbit morning sorting
scorch fort hornet escort

☐ snorting porch acorn major
protector resort perform short

☐ shorter forest retort forth
sport forbid torch adoring

☐ sort torpedo border factor
worn snort fork forgot

☐ manor dormant cork pork
glory tornado factory corny

☐ port story importer pastor
favor form record florist

☐ normal reporters born razor
corner instructor order storm

☐ inform unborn editor northern
thorn reform corker inventor

☐ forum corn formal thorny
orders orchard horn cormorant

☐ transform reforming organ morn
forget shortening portly doctor

☐ torn format minor reportedly
ornament scorn important selector

☐ import shorn monitor forty
escalator forever export cord

☐ normal former ivory torment
north lordly performer Gordon

more ☞

☐ humorist dorm sporting shorten
chortling organizing York informal

☐ deform adornment lordship stork
shortly elevator informant report

ir

☐ bird birth quirk smirch
third girth skirt firm

☐ first mirth sir shirt
birch squirt dirt shirk

☐ twirl squirm swirl infirm
girl whirl smirk catbird

☐ stir dirk chirp astir
fir flirt thirsty confirm

ur

☐ burst purl turf burp
curd furl surf blur

☐ curl hurt fur purple
turn lurch lurk blurt

☐ burn churn murky curt
spurn burl Turkish spurt

☐ hurl curb urn burnt
church furnish slurp turkey

130

Dictating sentences

Dictate sentences to the children approximately once a week having them practice what you have taught them in spelling, punctuation, and sentence structure.

1. Spelling

Dictate sentences using words, including doozers, that children should be able to spell.

The dogs barked as the children ran down the street.
On Sunday we had a fantastic time at the farm.
They went for a walk around the barnyard.

2. Punctuation

Dictate short sentences with appropriate emphasis to call for specific punctuation marks.

"Stop! Stop!" called the cop.
The big, fat, brown cat was sleepy.
What colors are the flowers?

3. Sentence Structure

Dictate two short sentences. Ask the children to decide where to put the capitals, periods, and question marks to indicate whole sentences.

I have a cat. His name is Tom.
What is your name? My name is ________.
Look out the window. What do you see?

Reviewing simple two-syllable words

The following words are ones the children should be able to spell correctly. Dictate four or five words a day.

☐	solid	transfer	contrast	forbid	until
☐	during	charming	party	music	daring
☐	fever	fifty	habit	format	detect
☐	select	moment	whisper	shadow	itself
☐	carpet	crisper	swelter	within	behind
☐	relax	broken	perfect	belong	invent
☐	superb	reply	began	admit	remind
☐	lantern	timber	invest	neglect	intern
☐	secret	trinket	after	hatred	herself
☐	given	morning	acting	himself	chosen
☐	direct	swiftly	demand	prevent	darling
☐	finish	regret	open	expect	anger
☐	embark	perhaps	expand	coldly	even
☐	reject	market	father	present	frozen
☐	contract	mother	contrast	person	forget
☐	farther	intend	export	brother	result
☐	pretend	linger	upset	stolen	silent
☐	story	wagon	hundred	golden	study
☐	northern	token	duty	western	index

more ☞

☐	suspect	remark	resent	driven	permit
☐	inspect	select	driver	insist	credit
☐	tidy	tidbits	inform	prefer	omens
☐	later	subject	pony	protest	reflect
☐	result	exact	insist	simply	limit
☐	partner	number	singly	predict	object
☐	platform	cobweb	cabin	prospect	depend
☐	transmit	Latin	army	defend	visit
☐	butler	satin	splendid	waver	ugly
☐	broken	April	splendid	finders	taken

Reviewing two-syllable words with *er*

This is both a review of words with *er* endings and to make certain that children hear and use *er* in medial position (as in "alert," "convert," and so on).

☐ transfer folder hinder alert over
winter bumper holder miser refer

☐ butler fever anger fervent fender
finger fonder thunder serpent Peter

☐ linger hamper infer convert paper
never prefer scraper rarer sister

☐ river longer stricter diner after
enter infer banter bother trader

☐ super grinder filter modern permit
banker planter crisper herdsmen driver

☐ tanker perfect stronger perform fixer
member master jerking expert mixer

☐ monster mister spender perhaps canter
liver duster silver prosper joker

☐ broker refer bother shelter jester
proper under safer singer jumper

☐ umber saver prefer stinker tavern
grander ever cavern dasher persist

☐ softer lever quiver homer wider
sprinter tamper hermit clever liver

☐ diner maker blunder twister tinder
closer simpler lumber hanger lobster

☐ whisper sampler finer printer superb
stapler dumper jerky monster wafer

Teaching common spelling patterns

Common spelling patterns are when two or three letters are used to represent one or more spoken sounds. These lists are in no particular order. Teach them as needed.

ck

☐	pack back	jack lack	trick check	pocket chick
☐	rack sack	clock shack	luck deck	flick thick
☐	tack crack	quick snack	fleck neck	chicken stick
☐	black flicker	stack slack	huckster speck	kick brick
☐	snicker wicker	block click	rock thicken	tuck truck

ic

☐	antic frantic	romantic hectic	basic magic	music gothic
☐	plastic aspic	cosmetic magnetic	chic comic	mimic metric
☐	spastic dramatic	poetic athletic	cosmic electric	optic cubic
☐	picnic tunic	epic relic	rustic italic	toxic public

le

☐ cable idle jumble grumble
table bugle mumble temple

☐ able dimple stumble staple
sable simple ample swindle

☐ fable pimple sample stifle
stable tumble nimble rifle

☐ gable crumble bundle triple
noble fumble spindle gamble

☐ maple scramble trample angle
single people tingle spangle

g representing /j/

Tell the children that *g* sometimes represents the /j/ sound. Names such as George, Gillian, Gerry, and so on provide a good example. Have the children spell as much of the following words as possible.

☐ gem geometry gigantic gel
geology gibe gelatin geography

☐ ginger gender geo margin
gym germ gerbil gyro

☐ generate geranium gypsy genetic
gentleman giant gentle generic

Tell the children that many words end with the /j/ sound, but never with the *j* letter. There are two common ways to spell /j/ at the end of a word.

ge representing /j/

☐ stage huge oblige large
wage deluge barge urge

☐ sage refuge message enlarge
cage forge enrage cartage

dge representing /j/

☐ budge badge judge fudge
badger ledger fledge cudgel

☐ budget fridge trudge bridge
ledge wedge sludge smudge

Teaching double consonant words

ll

☐ ball bell yell swill
wall well shell thrill

☐ fall sell smell twill
tall swell bill uphill

☐ stall fell fill windmill
call dwelling kill refill

☐ mall jelly skill frill
recall spell still chill

☐ drill loll golly pill
mollusk folly shrill dollar

☐ gull filly collar hull
silly hollow bullet chilly

☐ follow jolly skull dull
hilly dill doll holly

ss

☐ class pass less gloss hiss
brass overpass mess loss kiss

☐ bass underpass press moss amiss
fiberglass bless confess toss discuss

☐ grassd impress express across chess
glass excess floss stupidness boss

☐ lass dress stress fuss cross
mass profess unless cuss truss

ff

☐ bluff scruffy puff cliff
buff gruff stuffing stiff

☐ cuff huff off sniff
miff muffin puffin skiff

☐ tiff buffet offer staff
jiffy huff duffer stuff

Teaching double consonant words with *er*

☐ shopper manner spatter scanner differ
cropper teller stammer passer offer

☐ supper speller wetter stopper killer
thinner patter butter flipper slipper

☐ tiller filler inner tosser gutter
stutter thriller skipper planner blotter

☐ flutter kisser hopper manner clipper
summer shimmer spotter dropper bitter

☐ better blubber matter odder setter
matter glimmer topper buzzer scatter

☐ hammer litter buffer planner winner
putter presser canner butter flatter

☐ latter batter sputter sitter seller
shutter offer slimmer dresser fatter

☐ runner dimmer mugger scrubber platter
letter mutter rubber skimmer hitter

☐ tripper fitter ladder dinner sinner
jogger fritter swimmer bummer miller

☐ logger offer shipper quitter banner
mudder trimmer muffler whizzer robber

☐ remitter bladder chopper bigger stiffer
rudder splatter speller skitter adder

☐ chatter shatter puffer madder rubber
glitter slugger grimmer spinner fodder

Teaching the *ng* spelling patterns

ang

- ☐ bang, clang, fang, rang, hang, sang, mustang, tangy
- ☐ tang, slang, twang, boomerang, sprang, pang, swang, yang

ing

- ☐ bring, cling, spring, string, gardening, evening, morning, opening
- ☐ sing, fling, swing, thing, coloring, covering, fasting, clinging
- ☐ king, sting, wing, sling, entering, gathering, singing, mining

ong

- ☐ long, song, gong, Hong Kong, prolong, sarong, along, longing
- ☐ tong, strong, oblong, prong, thong, throng, belong, ding-dong

ung

- ☐ bung, flung, lung, sung, clung, hung, stung, swung
- ☐ rung, sprung, unstrung, unhung, slung, unsung

Teaching vowel sound patterns

The patterns of *oi* and *oy*

The difference between these vowel sounds is undistinguishable: *oi* is generally used in a medial position; *oy* is usually the ending of the root word.

oi

☐ oil broil rejoin anoint
coil avoid loin spoilt

☐ spoil void point recoil
foil tabloid joint devoid

☐ tinfoil coin exploit choice
uncoil join moist ointment

☐ boil groin hoist rejoice
toil enjoin joist voice

oy

☐ boy employ unemployed
soy enjoy troy

☐ coy envoy deploy
Joy playboy destroy

☐ Roy royal enjoyment
toy loyal employment

☐ ahoy convoy royalty
decoy overjoy loyalty

The pattern of *ow* as in *now*

☐ brown how cowl flower
clown now howl tower

☐ crown bow fowl bower
down cow owl power

☐ drown pow growl towel
frown row jowl trowel

☐ gown sow prowl vowel
town vow yowl howdy

The pattern of *ow* as in *snow*

☐ snow low shadow thrown
blow bow widow flown

☐ crow show bowl growth
grow slow lowly shadowy

☐ undertow below slowly sown
row overthrow blown disown

☐ stow glow own glowing
flow window grown blowing

The pattern of *ou* as in *out*

☐	out	couch	ground	pout
	foul	crouch	bound	dug-out
☐	noun	loud	found	about
	ouch	aloud	hound	scout
☐	pouch	cloud	pound	trout
	grouch	proud	sound	snout
☐	vouch	shroud	south	spout
	slouch	round	mouth	shout

The pattern of *ous* to sound /us/

☐	gorgeous	monstrous	hilarious	amorous
	monotonous	luminous	glamorous	obvious
☐	delicious	dangerous	vicious	glamorous
	humorous	thunderous	furious	tedious

Reviewing what has been taught so far

Regularly phonetic words to use to practice consonants and vowels

☐ tablet control edit local profit
subject benefit credit instruct finest

☐ bundling problem outlet depict result
insult open inflect event focus

☐ habit contest direct depend basis
visit maximum protect prospect extend

☐ protect finest memo president soda
program begin product element omit

☐ rewind select adopt demand expect
revert menu even elegant exact

☐ invent satin content lapel seven
invest depend admit profit eleven

☐ dining moment submit patron limit
itself until husband brunch level

☐ himself stipend destruct splendid oldest
hotel strict defend Roman motel

☐ taxing dumping fact district bonus
result unit revolt distinct printer

☐ reflect inspect musical index brand
respond respect constant moment deduct

☐ proper complex insect apartment object
catalog indirect seventh upsets compliment

☐ given develop student resist refresh
final pilot sixth ninth ferment

Teaching long vowels

Long vowels are perhaps the most difficult spelling patterns to learn. Children must be taught that frequently more than one letter is used to represent one sound and that there are several patterns that represent each long vowel sound.

The old rule, "When two vowels go walking, the first one does the talking," is right less than fifty percent of the time. Many common words, *said, look, steak, brought, chief, piece, bread, piano, caught, taught, break,* and so on do not follow the rule. The old rule, "The *e* on the end of the word makes the vowel up front say its name," is equally wrong. Consider *come, have, done, some*, and so on. Teaching children such rules frustrates them because the rules are certainly not reliable. We teach children the common spelling patterns for long vowels, which seems to work without creating problems in reading or spelling.

Teach long vowels as *ways to spell a sound*. The children will already know the names of each vowel. Introduce the name as the long vowel sound and then brainstorm for words that contain the sound. As the children think of words that contain long *a*, record the words on the chalkboard and on cards. Classify the words as to how the vowel sound is spelled, *ai* as in wait, *a-e* as in late, *et* as in filet, *eigh* as in sleigh, or *ei* as in vein.

Linguists have identified twenty-nine ways to spell long /a/. In the early grades you will find the most common spellings are *a-e*, *ai*, *a* alone and *ay*. Practice the most common spelling patterns. As children find other spellings for long /a/, recognize them, list them perhaps, but do not practice them. Allow children to generalize from the brainstormed lists. Ask, "When you say *a* on the end of the word, how will you likely spell it?"

Children may also cut out pictures that represent long *a* words. These can be pinned to a bulletin board with the spelling of the word attached to the picture.

more ☞

This may be a good time to introduce homonyms: those words that sound the same but are spelled differently to reflect different meanings, such as *pain* and *pane* and, of course, *to, too,* and *two.* Children enjoy collecting homonyms as they find them in their brainstorming sessions or in their daily writing and reading. You can help the children learn the various meanings, and this may be a good time to introduce a simple dictionary to the class.

In the following pages of long vowel dictation, we have added variations such as *ing, ed, est, ce, age,* and *ful*. These words should only be dictated if the children have already been taught these patterns.

Teaching long *a* vowel patterns

ai spelling long /a/

☐ tail taint derail saint braid
rail waif detail against raid

☐ pail restrain wait contain again
aid flair restrain inlaid paid

☐ fail air pertain dainty bait
frail chair maintain avail paint

☐ jail laid sustain unfair quaint
quail stair complain repair faint

☐ brain pair entertain chairman retail
chain hair explain mainly retain

☐ rain hairy unpaid mailman detain
strain fairy postpaid complaint remain

☐ painter dairy repaid impair refrain
plain disdain restraint exclaim waist

☐ pain domain unfair failing claim
main aim repair sailing maim

☐ Spain drain despair prevail waiter
sprain snail airline brainstorm obtain

☐ container hail airway ungainly stain
sustain faith daisy aircraft train

☐ grain railroad raisin remaining trail
slain wail tailor unchained regain

a-e spelling long /a/

☐	brake	hate	pave	pace	invade
	bake	plate	stave	dedicate	space
☐	cake	late	evade	meditate	race
	lake	compare	engrave	disgrace	rate
☐	flake	crate	forgave	grace	decade
	rake	slate	safe	brave	impale
☐	drake	ate	taste	migrate	trace
	fake	spade	waste	place	erase
☐	lane	trade	age	sale	female
	remake	fade	rage	gave	parade
☐	lace	grade	page	indicate	dale
	stale	made	stage	fabricate	gale
☐	scale	wade	decorate	inflame	male
	James	ape	cage	pale	inflate
☐	tame	grape	gage	tale	unsafe
	came	drape	enrage	prepare	whale
☐	parkade	shape	sage	separate	declare
	lame	tape	fare	became	fanfare
☐	game	cane	stare	operate	locate
	fame	Zane	flare	donate	imitate
☐	dame	Jane	aware	interstate	deflate
	blame	eliminate	pane	snare	beware
☐	flame	insane	care	estimate	debate
	frame	plane	dare	rotate	escape
☐	shame	make	sake	take	wake
	grave	spare	elate	cultivate	shave

ay spelling long /a/

☐ pay Sunday airway tray day
Friday always May say display

☐ archway bray ashtray pathway may
today lay relay betray belay

☐ Fay prepay bluejay dismay gay
leeway byway inlay freeway hay

☐ cutaway replay jay interplay foray
swaying sprayed skidway gangway Kay

☐ ray delay halfway grayest way
crayon highway rayon grayish sway

☐ holiday prayer crayfish mainstay slay
stayed stay haystack midway frayed

☐ spray payday Norway playing stray
overlay outlay decay payment clay

☐ outstay underway bay portray layer
waterway parlay railway workday fray

☐ gray maybe speedway yesterday play
astray subway naysay pray away

Teaching long *e* vowel patterns

e-e spelling long /e/

☐ these grebe adhere Swede here
eke ampere sincere extreme theme

☐ cashmere insincere eve convene Irene
Chinese Steve gangrene interfere mede

☐ Japanese serene Pete Cantonese mere
intervene persevere Maltese Nazarene theme

☐ severe recede precede athlete replete
intervene compete secrete obsolete obese

☐ complete submarine concrete impede delete
stampede evening Siamese supreme deplete

ee spelling long /e/

☐ bee feet degree banshee sleep
tree beet meek carefree sheep

☐ see meet tweet chimpanzee steep
fee seep sweet disagree deep

☐ free sheet freezing employee weep
glee sleet sneezing keel sweep

☐ flee greet cheering pioneer keep
agree creep greeting velveteen peep

☐ need reef chickadee seem peer
weed beef cheeky garnishee veer

☐ deed jeep deer goatee sneer
feed street agreement Halloween seen

☐ freed screech keeper jamboree teepee
heed queen keeping jubilee esteem

☐ seed discreet sleeping oversee teen
steed been teeth referee speech

☐ speed green between hayseed eel
bleed sheen week linseed feel

☐ creed fleet peek cogwheel creel
tweed beer seek redeem peel

☐ greed steer sleek sixteen steel
breed velveteen creek fifteen cheek

☐ heel asleep leeks unseen sheer
breeder sweeper reek umpteen cheer

ea spelling long /e/

☐ beat clearly creak reach rear
seat peas leak heater spear

☐ meat beard peak cheater tear
heat bean beak beater clear

☐ neat clean freak neater smear
peat glean weak bleating weary

☐ feat jeans speaker eastern dreary
pleat lean squeak nearest bleary

☐ treat mean leap defeat real
bleat wean heap retreat steal

☐ wheat unclean cheap dreamer meal
cheat cream sea creamery teak

☐ yeast stream flea dealers heal
beast dream reap shear peal

☐ feast team plea leaf seal
least steam tea sheaf deal

☐ east beam beneath creamer bleak
ear gleam underneath ream easing

☐ year seam sheath leaving greasy
dear streamer peach weaving reason

☐ fear read treason reveal preach
gear bead season preacher teach

☐ hear lead defeat meanest beach
near plead mistreat featuring each

ie spelling long /e/

☐ shriek belief spiel movie
fief relief unbelief sharpie

☐ field brief priest rookie
shield chief handkerchief cookie

☐ windshield grief fierce Dixie
yield kerchief pierce believed

☐ infield thief lassie achieved
afield relief Lorie grieve

☐ fiend pansies ponies duties
piece reveries Indies rubies

☐ thieve charities pigmies economies
retrieve peonies remedies fairies

☐ disbelieve nineties series fisheries
cavities comedies miseries parties

Teaching long *i* vowel patterns

i-e spelling long /i/

☐ ride bribe tile quite pine
glide tribe kite despite spine

☐ stride pride bite invite vine
hide side smite alike gripe

☐ bride jibe spite desire ripe
slide dive sprite unite stripe

☐ tide drive rise entire snipe
wide five wise provide pipe

☐ time alive dire astride strike
dime hive fire preside file

☐ grime chives finite divide mile
chime thrive hire Yuletide Nile

☐ lime rife desire empire pile
slime wives tire incline vile

☐ mime wife wire crocodile inside
prime life vampire bile arise

☐ brine spike wipe bedside feline
dine porcupine unlike swipe besides

☐ fine hike valentine combine tripe
shine bike iodine define entire

☐ thine dike lined shoreline refine
line like excite bagpipes quite

☐ mine Mike mobile describe wise
nine pike size aspire devise

igh spelling long /i/

☐ high slight sighing sprightly sight
sigh bright lighting rightly tight

☐ right brighter brightly might plight
fright fighting foresight fight flight

☐ frighten lightning blight tighten light
mighty twilight Dwight slightly night

☐ thigh insight airtight frightening lighten
brighten limelight goodnight downright delight

☐ skylight highest moonlight midnight aright
overnight candlelight sunlight outright nigh

ie spelling long /i/

Remind the children that this was also a way to spell long *e*.

☐ die vies amplified justified necktie
pie flies complied pried ties

☐ lie cries purified fortifies defied
lie magpie fireflies stupefied plies denied

☐ supplies lied died satisfied lies
tries implied dried tied untie

☐ petrified sanctified purified replied spied
multiplied intensified gratifies mortified relied

Teaching long *o* vowel patterns

o-e spelling long /o/

☐	vote	lore	wove	arose	stone
	note	sore	globe	expose	more
☐	rote	chore	robe	impose	bore
	dote	wore	hole	enclose	core
☐	tote	quote	pole	dispose	store
	code	crone	mole	disclose	shore
☐	rode	tone	sole	zone	pore
	cone	drone	stole	ozone	fore
☐	bone	hose	galore	remote	froze
	hone	chose	explore	erode	Rome
☐	those	nose	repose	smote	strove
	throne	pose	abode	strobe	cove
☐	quote	rose	spoke	parole	cloves
	choke	close	gore	explode	grove
☐	broke	home	snore	deplore	rove
	smoke	dome	adore	invoke	stove
☐	joke	tore	remote	microbe	denote
	alone	rope	scone	wardrobe	devote
☐	lone	cope	stoke	episode	decode
	stroke	promote	implore	forebode	remote
☐	woke	hope	before	postpone	ashore
	yoke	lope	restore	sunstroke	ignore
☐	shone	slope	awoke	propose	bloke
	prone	mope	provoke	console	repose

oa spelling long /o/

☐ coat afloat overboard load boat
soap outboard toad bloat roam

☐ inboard foam float coasting oath
starboard approach goat oats coal

☐ throat oar foal moat pasteboard
soar goal shuffleboard gloat road

☐ inroad speedboat boast aboard oaths
boar roast board shipboard loaf

☐ toast coach roaming cupboard coast
poach uproar Joan topcoat blackboard

☐ roam dashboard loan afloat abroad
seafoam moan foamy coaches hoard

☐ groan soapy poaches oak switchboard
gloat charcoal lifeboat gunboat soak

☐ motorboat steamboat overcoat buckboard cloak
floater croak rowboat cardboard loaves

☐ redcoat sailboat clapboard moaning oaf
groaning billboard waistcoat scapegoat goad

ow spelling long /o/

☐ bow bowl slow grown blow
lowly know thrown flow narrow

☐ snow shown grow slowly row
show blown tow follow overthrown

☐ crow own stow gallows glow
disown below overgrown low flown

☐ growing bungalow snowy window pillow
slowest snowing widow rowing willow

☐ blower overflow crows billow elbow
glowing shadow towing rainbow lower

☐ towrope aglow lowest overthrown yellow
growth shows scarecrow mellow sorrow

o followed by *ld* spelling long /o/

☐ old hold untold blindfold told
scold resold foothold mold golden

☐ scolding foretold holding tenfold fold
manifold gold folded behold uphold

☐ sold olden marigold withhold bold
colder stronghold folder cold retold

o followed by *lt* spelling long /o/

☐ bolt bolted voltage volts colt
molting revolt molted molt thunderbolt

Teaching long *u* vowel patterns

u-e spelling long /u/ or /oo/

This spelling pattern can represent the sound /yoo/ or the sound /oo/. As *y* and *oo* are also used to represent these speech sounds, this pattern is one of the more difficult for children.

☐	sure	future	dilute	misrule	brute
	fluke	manure	excuse	ridicule	fume
☐	duke	exude	confuse	vestibule	prude
	huge	compute	transfuse	profuse	prune
☐	June	extrude	refuse	reuse	mute
	tune	impure	peruse	impute	dude
☐	rule	consume	repute	delude	spruce
	mule	insure	refute	Neptune	truce
☐	dispute	include	resolute	rebuke	cure
	institute	seclude	absolute	disuse	lure
☐	dune	constitute	conclude	parachute	ruse
	tube	interlude	creature	tribute	figure
☐	lube	prelude	secure	feature	chute
	Rube	intrude	picture	enclosure	astute
☐	cube	nature	introduce	salute	abuse
	pure	endure	reduce	execute	amuse
☐	jute	crude	exposure	induce	endure
	cute	plume	manicure	deduce	denude
☐	nurture	resume	mature	produce	use
	injure	volume	pasture	exclude	fuse
☐	tribune	scripture	deluge	procure	Yule
	perfume	lecture	refute	insecure	flute

Notes

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Grade
Spelling Dictation

3

Reviewing the spelling learned so far

Begin grade three by reviewing the consonants, the sequencing of the sounds, short and long vowels, and some of the common spelling patterns.

Phonetic words

The following words are spelled as pronounced. Children can practice and review as you dictate them. There are twelve words per lesson.

☐ basket
disgust
vitamin
combat
total
limpet
filmstrip
candid
camera
demon
diving
extend

☐ consult
salad
consist
respond
bacon
hamlet
depth
talent
crimson
expand
intend
testing

☐ vital
compact
trumpet
elect
behind
conflict
arisen
napkin
disposal
sunset
silent
impact

☐ tuna
halibut
criminal
constant
rental
casket
potent
detest
panel
signal
stop
drifting

☐ instant
dental
Spanish
suspect
focus
distract
marigold
untold
behold
inching
enchant
pumpkin

☐ tomato
Mexican
cupid
spoken
evil
taken
dragon
wagon
bantam
human
robin
panel

☐ distant
defendant
dependent
golden
zero
reprimand
stimulus
defrost
distrust
including
wisest
French

Words with *er*

☐ faster
master
plaster
monster
softer
fonder
Chester
limber
smelter
pamper
disaster
remember

☐ planter
hamper
camper
yonder
ponder
longer
shelter
under
tinder
October
September
November

☐ rafter
spender
fender
stronger
bluster
duster
forever
tiger
Peter
suspender
hover
consider

☐ blender
lender
tender
hunter
lumber
jumper
anger
proper
temper
bewilder
paper
defender

☐ jester
fester
helper
cluster
bumper
bunter
butler
linger
slender
deliver
prisoner
timber

☐ blister
sister
mister
splinter
ember
blinder
ever
amber
gander
together
beholder
carpenter

☐ contender
hinder
thumper
sander
banter
Denver
finger
winter
printer
publisher
sandpaper
performer

☐ drifter
planter
reminder
silver
number
super
pelter
softer
whisper
sprinter
remainder
fixer

Words with *y*

☐ handy
candy
sandy
dusty
crusty
grumpy
wiry
only
scanty
foolishly
perfectly
enemy
frosty
fondly
softly

☐ crafty
dandy
hanky
silly
jumpy
rusty
lumpy
flunky
frisky
spunky
jelly
lucky
costly
Monty
body

☐ shanty
nasty
hefty
bumpy
gusty
sleepy
corny
thorny
ornery
yucky
ducky
plucky
lofty
sloppy
salty

☐ zesty
plenty
twenty
springy
baby
tenderly
stormy
forty
seventy
fluffy
stuffy
puppy
dusty
tingly
Tony

☐ pesty
pesky
lefty
spindly
trimly
kindly
tasty
pastry
scary
guppy
stubby
crunchy
trusty
flashy
chubby

☐ Wendy
identity
windy
wildly
nifty
humanity
Mary
blindly
properly
strongly
orderly
folly
tubby
holly
sulky

☐ stinky
misty
fifty
distinctly
chilly
probably
sultry
ability
tiny
property
dolly
activity
Molly
simply
Polly

☐ sixty
twisty
slinky
empty
secondly
wintry
directly
zany
exactly
stupidly
elderly
mossy
spotty
bossy
family

Words with *ing*

☐ cramping
frosting
selecting
jumping
camping
chomping
spitting
rushing
stamping
depending
fitting
flushing

☐ kissing
bumping
handing
reflecting
dipping
grumbling
prompting
restricting
missing
landing
costing
stretching

☐ bonding
hissing
dripping
romping
representing
dividing
strangling
lasting
stomping
hunting
blushing
tangling

☐ dusting
bending
shedding
gripping
splashing
resting
revolving
spotting
smashing
choking
publishing
stopping

☐ bedding
trotting
crashing
abandoning
thundering
flopping
tending
wetting
contacting
flashing
nesting
getting

☐ cresting
letting
clucking
thrashing
trembling
humming
shopping
hopping
jesting
trucking
slashing
itching

☐ crossing
stitching
limping
chucking
tossing
wishing
hemming
plucking
strumming
testing
betting
torching

☐ muttering
scorching
slugging
sifting
fluttering
blanching
fishing
swinging
littering
drumming
tapping
hinting

☐ slapping
thinking
puttering
stuffing
spelling
drinking
lunching
lurching
dwelling
flittering
munching
tugging

☐ crunching
puffing
dressing
chattering
perching
sputtering
lifting
directing
pinching
pressing
twisting
exacting

Words with *er* for "good spellers"

☐ personal
understand
universal
distemper
converter
deliver
deserter
terminus
fervent
filtering
helicopter
everything

☐ sternly
reformer
confer
publisher
jetliner
discover
advertisement
servant
dismember
eraser
impersonate
suspender

☐ consider
fingerling
recover
properly
computer
consumer
misery
lateral
fertilizer
deserving
whispering
Bernard

☐ camera
Alexander
interpret
hanger
funeral
anger
examiner
polisher
hovering
another
deserting
Roberta

☐ remember
government
interest
hunger
vertical
minerals
superman
reserving
interesting
perfectly
trumpeter
fluster

☐ perfect
superb
herself
perfectly
disaster
reminder
preserver
cluster
modern
recover
bluster
deserving

☐ property
adviser
verdict
presenter
whenever
conserver
fermenting
persistent
informer
tenderizing
ruler
finisher

☐ opener
every
traveler
imperfect
foster
alabaster
blistering
sampler
hindering
fisherman
entering
tolerant

☐ dispenser
permanent
sandpaper
condenser
carpenter
terminal
imperfect
northern
westerly
serpent
smoldering
suspender

☐ inserting
together
defender
cucumber
everlasting
lantern
tinkering
federal
customer
afternoon
midterm
eternal

Words with *ic*

☐ fabric
tonic
plastic
antic
aspic
spastic
microscopic
ironic
supersonic
optic
tropic
economic

☐ public
dramatic
antagonistic
anemic
politic
specific
bubonic
harmonic
melodic
music
titanic
majestic

☐ drastic
electric
frantic
static
rustic
caloric
sardonic
Nordic
capitalistic
artistic
colic
panoramic

☐ cosmic
cosmetic
fantastic
republic
astronomic
democratic
electronic
antiseptic
ethnic
monastic
heraldic
futuristic

☐ historic
bionic
topic
mimic
gigantic
panic
gothic
humanistic
diagnostic
satanic
Hispanic
Pacific

☐ Atlantic
arithmetic
athletic
metric
organic
heroic
animalistic
statistic
Panasonic
Arabic
Baltic
Slavic

☐ platonic
sonic
prolific
moronic
hectic
acoustic
ballistic
Coptic
poetic
traffic
attic
comic

Adding *d* or *ed*

☐	blame	convene	bribe	handle	time
	blamed	convened	bribed	handled	timed
☐	drone	name	rumble	choke	rule
	droned	named	rumbled	choked	ruled
☐	cure	cable	revere	tune	crane
	cured	cabled	revered	tuned	craned
☐	title	stampede	interfere	hope	cube
	titled	stampeded	interfered	hoped	cubed
☐	land	enthrone	fire	romp	shape
	landed	enthroned	fired	romped	shaped
☐	bottle	elope	blend	hike	use
	bottled	eloped	blended	hiked	used
☐	graze	hamper	smile	compete	pile
	grazed	hampered	smiled	competed	piled
☐	exit	stamp	rust	plaster	wilt
	exited	stamped	rusted	plastered	wilted
☐	dump	blast	enter	cheat	act
	dumped	blasted	entered	cheated	acted
☐	shunt	fluster	frost	chant	heat
	shunted	flustered	frosted	chanted	heated

Doubling the consonant before adding *ed*

☐ flap sip flip skim fret
flapped sipped flipped skimmed fretted

☐ whiz hop hum grin net
whizzed hopped hummed grinned netted

☐ mug pen spot strut flit
mugged penned spotted strutted flitted

☐ sup cram chop plan rag
supped crammed chopped planned ragged

Teaching changing *y* to *i* and adding *es* or *ed*

☐ duty pigmy cavity bunny try
duties pigmies cavities bunnies tries

☐ fairy forty ninety candy lily
fairies forties nineties candies lilies

☐ twenty pansy empty ruby pony
twenties pansies emptied rubies ponies

☐ remedy entry study mutiny vary
remedies entries studied mutinied varied

☐ amplify marry dry weary deny
amplifies married dries wearies denies

☐ palsy candy curtsy reply fry
palsied candied curtsied replied fried

☐ satisfy imply misery justify spy
satisfied implied miseries justified spied

Teaching the *oo* spelling patterns

oo as in *look*

☐ wood goody outlook mistook hook
woody took overlook pothook good

☐ hood undertook look withstood cook
stood crook booking unhook wooden

☐ aloof cooking manhood textbook nook
dogwood hoodlum flatfoot underfoot shook

☐ driftwood book afoot sisterhood looking
brook cookie mistook wildwood lookout

oo as in *toot*

☐ roof toot uproot tooth booth
soon brood spool mushroom lagoon

☐ bloom tool taproom crooner food
shampoo mood coon cartoon boost

☐ bamboo broody croon baboon stoop
igloo cool moon macaroon broom

☐ kangaroo scoot stool teaspoon pool
kazoo trooping zoom saloon droopy

☐ skidoo groom dragoon pontoon drool
shoot root boot proof spoof

Teaching the double *ll* patterns

all

☐ hall befall overall waterfall ball
catcall pitfall squallcall Cornwall fall

☐ rainfall softball downfall recall mall
baseball eyeball windfall bookstall tall

☐ footfall forestall wall install thrall
enthrall all nightfall small stall

ull

☐ pull bullet sully mullet lull
dull cull full numskull gullet

☐ seagull hull scull pullet mull
bull dully bulletin scullery gully

ill

☐ filly gorilla sill millet pill
miller hillock grill caterpillar till

☐ killer thriller vanilla sillier chilly
pillow willow billowed armadillo billy

☐ illness willing filling village silly
pillage skillet skillful flotilla villa

ell

☐ eggshell telling teller propeller sell
cellar dweller jelly belly quell

☐ smelly stellar patella Magellan fell
rubella Cinderella cowbell inkwell dell

☐ misspell spelling undersell yellow fellow
mellow bellow barbell bluebell Kelly

Teaching the use of *tion* to spell /shun/

☐ notion vacation reservation tradition
lotion devotion inflation navigation

☐ potion promotion imitation motivation
nation condition nutrition sensation

☐ station invitation estimation rotation
ration donation implication graduation

☐ motion isolation position formation
emotion petition fumigation tuition

☐ meditation competition civilization negation
lubrication obligation duration elimination

☐ preservation admiration edition locomotion
disposition destination calculation jubilation

☐ superstition condition malnutrition condensation
recognition mutation fashion salvation

☐ substation stimulation hesitation ignition
temptation transportation revelation position

☐ presentation impersonation recognition observation
composition petition eradication identification

☐ fixation quotation fortification repetition
reduction reputation composition ambition

☐ caution speculation premonition vibration
prohibition tabulation vexation probation

☐ exposition induction organization publication
salutation vocation partition notation

Teaching prefixes and suffixes

When introducing or reviewing these affixes, teach and/or discuss their meaning and their effect on the root word.

able

Explain that *able* may be part of a root word, such as *stable*, or it may be added to a word to indicate "able to be," as in *pardonable*.

☐ table capable pardonable
stable disable usable

☐ fable enable teachable
able durable seasonable

☐ gable likable probable
cable lovable readable

☐ sable passable printable
timetable portable unstable

☐ desirable incapable constable
adorable improbable detachable

☐ delectable incomparable deplorable
reasonable navigable escapable

☐ punishable perishable explicable
presentable notable valuable

☐ personable indispensable removable
vegetable formidable unavoidable

be

☐ between
beyond
before
become
begone
befriend
beneath
because

☐ beside
below
berate
beware
bespoken
beginning
behold
belittle

☐ behave
beget
became
befall
betrothed
behind
believe
befuddle

☐ betwixt
beloved
belong
bedeck
beset
beseech
bestow
betoken

re

☐ redo
remember
refrain
reproduce
remake
restate
replant
resent

☐ remain
reuse
refried
reconsider
retell
reclaim
relent
recoil

☐ reread
repaint
replay
retain
repeat
rebuilt
retold
rewrite

☐ rewrite
reenter
reform
retake
repent
restart
refit
resell

dis

☐ dislike
dismiss
dispel
disturb
disrupt
dismember
discard
discontent

☐ disappear
distinct
dismantle
disgrace
disjointed
dissent
distaste
disconnect

☐ disfigure
disappoint
distinct
disdain
disbelief
discord
disclaim
display

auto

☐ automate
autocratic
autograph
automobile
autonomy
autopilot
automotive
autobiography
autonomy

un

☐ unfit
uncorked
underdog
until
ungrateful
untold

☐ unfriendly
unstick
undesirable
undercover
unwise
unprintable

☐ unable
inspect
unsold
under
undermined
unpleasant

☐ underpaid
unfold
unspeakable
unthinking
unpick
undependable

☐ uncover
uninformed
uncooked
unbend
unattended
unchained

uni

☐ unit united union unite
unison university reunion reunite

☐ universe community uniformity unionist
unicorn universal unified unify

☐ uniform immunity unification unity
unilateral communion uniflow unicycle

bi

☐ bicycle bicorn bifold bible
bivalve bifocal biceps biology

☐ bilateral bipod biplane bipolar
binocular bisect bicuspid biography

tri

☐ tricycle triad tripod triangle
triple tricolor trident trinity

☐ trillium trio tribunal triplicate
triplets triceps trivet triceratops

sub

☐ subway
sublet
substandard
sublime
submarine
substitute

☐ subsist
subtropical
subsidy
subdivide
subordinate
subnormal

☐ subtract
submit
subalpine
subarctic
subcontract
subserve

☐ subplot
subject
suborbital
submerge
subscribe
suburb

super

☐ superb
supersafe
superman
superhuman
superstrict
superimpose

☐ supercargo
supersaver
supermarket
superclass
supernatural
superpower

☐ superfine
superintend
superheat
supersonic
supervalue
superficial

☐ superbold
superstructure
superstitious
supervise
superintendent
supervisor

Appendix

Spelling Checklists

The checklists on pages 178–180 may be used to record each child's independent spelling ability. When a child has transferred what has been taught in daily dictation to everyday writing practice, it may be safely assumed that the child has learned what has been taught.

To keep a file of each child's writing for assessment, collect a sample of *independent* writing from each child every two weeks. At roughly four week intervals, compare the writing samples to the appropriate checklist. Enter the date beside the particular skill to indicate the child's learning. This can be an ongoing activity, rather than an assessment of all the children at one time. Doing two or three children a week will complete an average class in a twelve-week cycle.

GRADE ONE SPELLING CHECKLIST

____
child's name

Date Learned

________ Can use ***M***___, ***S***___, ***F***___, ***B***___, ***T***___, ***C***___ correctly in both initial and final positions

________ Can print correctly a three- or four-letter phonetic word using the short vowel ***A*** nd the consonants that have been taught

________ Can use ***R***___, ***L***___, ***P***___correctly in both initial and final positions

________ Can print correctly three- or four-letter phonetic words using the short vowel ***O*** and the consonants that have been taught

________ Can use ***D***___, ***G***___, ***N***___, ***W***___ correctly in both initial and final positions

________ Can print correctly three- or four-letter phonetic words using the short vowel ***I*** and the consonants that have been taught

________ Can use ***H***___, ***J***___, ***K***___, ***V***___ correctly in both initial and final positions

________ Can print correctly three- or four-letter phonetic words using the short vowel ***U*** and the consonants that have been taught

________ Can print correctly three- or four-letter phonetic words using the short vowels ***A***___, ***O***___, ***I***___, ***U***___ with the consonants learned so far

________ Can use ***Y***___, ***Qu***___, ***Z***___ correctly in initial position only

________ Can use ***Qu***___ in initial or medial position

________ Can use ***X***___, ***Z***___ correctly in final position only

________ Can print correctly three- or four-letter phonetic words using the short vowel ***E*** and the consonants that have been taught

________ Is beginning to discern the difference between short ***e*** and short ***i***

________ Can write a one-syllable purely phonetic word correctly

________ Can use consonant blends in both initial and final positions

________ Can write a two-syllable purely phonetic word correctly

________ Can write three- and four-syllable phonetic words correctly

________ Can use the word endings ***s***___, ***ing***___, ***y***___, ***er***___ correctly when the root word requires no change

________ Can use the digraphs ***sh***___, ***th***___, ***ch***___ in initial and final positions

________ Has been introduced to the long vowel sounds and indicates learning by spelling the long /***a***/ sound as ***a-e***___, the long /***e***/ sound as ***e-e***___, the long /***i*** / sound as ***i-e***___, the long /***o***/ sound as ***o-e***___, and the long /***u***/ sound as ***u-e***___

________ Can use the standard spelling forms of the following words: ***the***___, ***was***___, ***here***___, ***one***___, ***said***___, ***they***___, ***come***___, ***saw***___, ***you***___, ***of***___, ***is***___, ***who***___

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GRADE TWO SPELLING CHECKLIST

____
child's name

Date Learned

__________ Uses consonants correctly in both initial and final positions

__________ Uses consonants in correct sequence

__________ Can use the short vowels ***a***___, ***e***___, ***i***___, ***o***___, ***u***___ correctly in phonetic words of one syllable

__________ Can discern the difference between the short vowels ***e*** and ***i*** in words of one syllable

__________ Can write correctly phonetic words of two syllables using short vowels

__________ Can add the word endings ***y***___, ***s***___, ***ing***___, ***ly***___, ***er***___, ***ed***___, ***es***___ to the ends of words if the word form does not change

__________ Can use the consonant digraphs ***ch***___, ***th***___, ***sh***___ correctly in both initial and final positions

__________ Can use correctly the vowel dipthongs ***er***___, ***ar***___, ***or***___, ***ir***___, ***ur***___

__________ Can use correctly the vowel dipthongs ***oi***___, ***oy***___

__________ Can use correctly the spelling patterns ***ow*** as in ***now***___, ***ow*** as in ***snow***___, ***ou*** as in ***out***___, ***ous*** as /us/___

__________ Can use correctly the spelling patterns ***ang***___, ***ing***___, ***ong***___, ***ung***___

__________ Can use correctly the spelling patterns ***ck***___, ***ic***___, ***le***___

__________ Can use correctly the spelling patterns ***g*** as /***j***/___, ***ge*** as /***j***/___, ***dge*** as /***j***/___

__________ Can use correctly double consonant words using ***ll***___, ***ss***___, ***ff***___

__________ Indicates awareness that in words containing two or more syllables, a short vowel is usually followed by more than one consonant while a long vowel is usually followed by one consonant

__________ Can add the word endings ***s***___, ***ly***___, ***ed***___, ***es***___, ***y***___, ***ing***___, ***er***___ when the basic word form changes

__________ Is aware of the most common spelling patterns inherent in words with long vowels

__________ Can discern the long vowel sound and use one of the spelling patterns for each sound:

long /***a***/ : ***ai***___, ***a-e***___, ***ay***___
long /***e***/: ***ee***___, ***ea***___, ***e-e***___, ***ie***___
long /***i***/: ***i-e***___, ***igh***___, ***ie***___
long /***o***/: ***o-e***___, ***oa***___, ***ow***___, ***old***___, ***olt***___
long /***u***/: ***u-e***___

__________ Shows awareness that different ways of spelling the same sound often indicate a change in word meaning

__________ Can spell correctly the common non-phonetic words: ***because***___, ***have***___, ***again***___, ***are***___, ***were***___, ***would***___, ***should***___, ***could***___

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GRADE THREE SPELLING CHECKLIST

____
child's name

Date Learned

______ Can spell correctly one-syllable words containing a short vowel sound

______ Can use the digraphs **ch**___, **th**___, **sh**___ correctly in initial, final, and medial positions

______ Can use consonant blends in initial, final, and medial positions

______ Can add the word endings **s**___, **er**___, **ing**___, **y**___, **ly**___, **ed**___, **es**___when not required to change the basic word form

______ Is acquiring skill in correct usage of the long vowel spelling patterns for the following:

long /**a**/ : **ai**___, **ay**___, **a-e**___, **eigh**___
long /**e**/: **ea**___, **ee**___, **ie**___, **e-e**___
long /**i**/: **i-e**___, **igh**___, **ie**___
long /**o**/: **oa**___, **o-e**___, **ow**___, **oe**___, **old**___, **olt**___
long /**u**/: **ue**___, **u-e**___, **ew**___

______ Indicates an awareness of homonyms. Realizes that to change the meaning of a word, one must often change the spelling

______ Can write correctly two- and three-syllable words that are totally phonetic

______ Indicates awareness that in words containing two or more syllables, a short vowel is usually followed by more than one consonant while a long vowel is usually followed by one consonant

______ Can correctly add the following word endings to ***all*** words:
y___, **ing**___, **s**___, **er**___, **est**___, **ly**___

______ Is acquiring skill in changing word forms from singular to plural by adding **s**___ or **es**___ or by changing the **y** to **i** and adding **es**___

______ Is acquiring skill in changing word forms from present tense to past tense by adding **d**___ or **ed**___ or by changing **y** to **i** and adding **ed**___

______ Can correctly use **tion** to spell /**shun**/

______ Can use the vowels digraphs **er**___, **ar**___, **or**___, **ir**___, **ur**___, **oi**___, **oy**___, **au**___, **aw**___, **ow**___, **ou**___, **short oo**___, **long oo**___, **all**___, **ull**___, **ill**___, **ell**___

______ Is developing the ability to spell and use with meaning the suffix **able**___ and prefixes **re**___, **dis**___, **un**___, **uni**___, **bi**___, **tri**___, **be**___, **sub**___, **super**___, **auto**___

______ Spells correctly simple compound words

______ Is developing ability in spelling:
friend___, **people**___, **tomorrow**___, **girl**___, **does**___, **off**___, **right**___, **write**___, **said**___, **when**___, **once**___, **their**___, **two**___, **too**___

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Dear Parents,

This year we are teaching spelling based on phonics. The students will learn the sounds of the consonants, the many ways the vowel sounds are written, and how to sequence letters in a word and words in a sentence.

Students will be writing every day, practicing their printing and spelling as well as they can. In their daily writing, they may try to spell hard words (just as they tried to say difficult words when they started to speak) and get them wrong. Some people call this invented spelling. I prefer to call it temporary spelling, and I will not be correcting these first efforts if they are beyond what has been taught. As the students are taught more, their spellings will become more nearly standard and, finally, correct. I will be encouraging them to write as much of a word as they can and will teach them how to do this. This will force them to practice the phonics they know, but I am aware that they will try to write words beyond their skill level. This letter is to assure you that "mistakes" are temporary and will be corrected in time.

As an example, a child may like the word 'gorgeous' and want to write it. '*Grjs*' is readable and indicates that the child has learned four separate consonant sounds and knows how to sequence them correctly. If I mark this wrong and ask the child to correct it, I am asking the impossible. (If the student spelled gorgeous '*grsj*', I would have her correct the error in sequencing.) As more phonics are learned, *grjs* may become *grjus*, or *gorjus*. When the spelling patterns *ge* to spell *j*, and *ous* to spell *us* are learned, the child will be able to spell gorgeous correctly. Children naturally want to do their best; as soon as new learning occurs, they quickly adapt to the change.

I hope this has given you a better understanding of temporary spelling. Please feel free to call me at ____________ if you would like to talk about this or obtain more information about our spelling program.

Sincerely,

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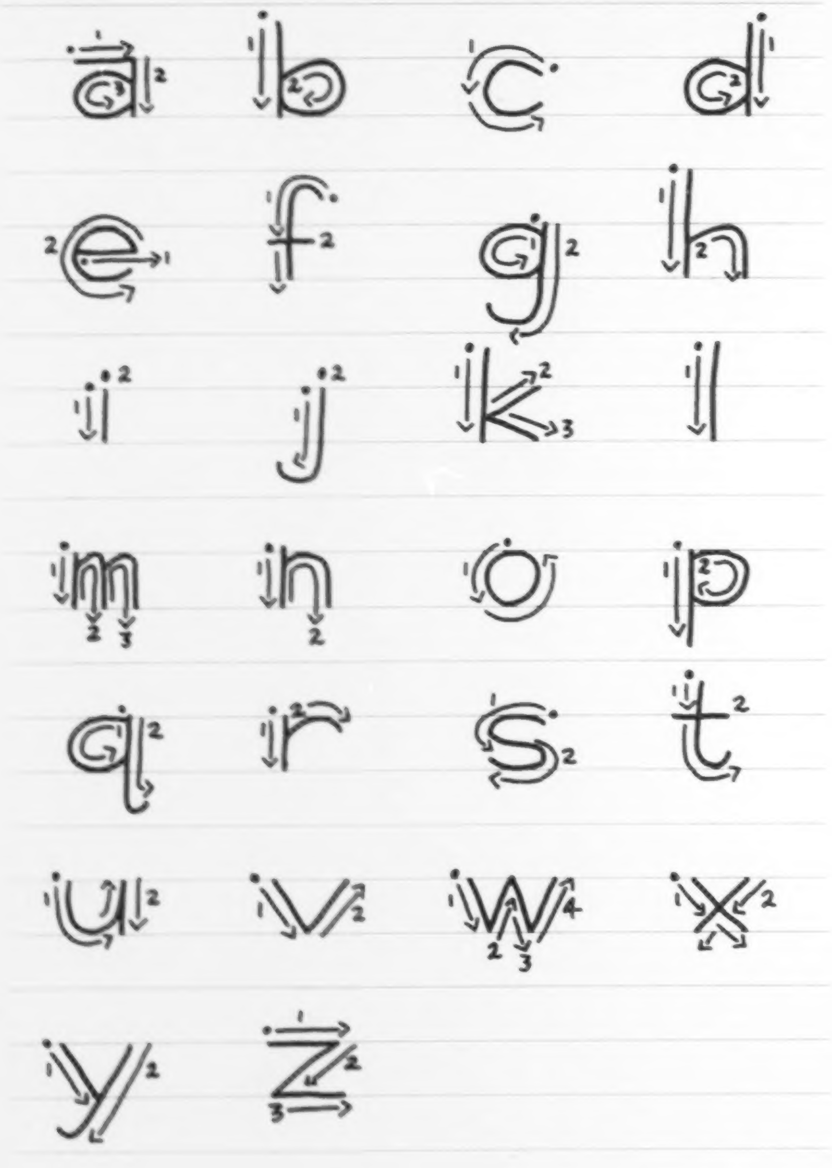

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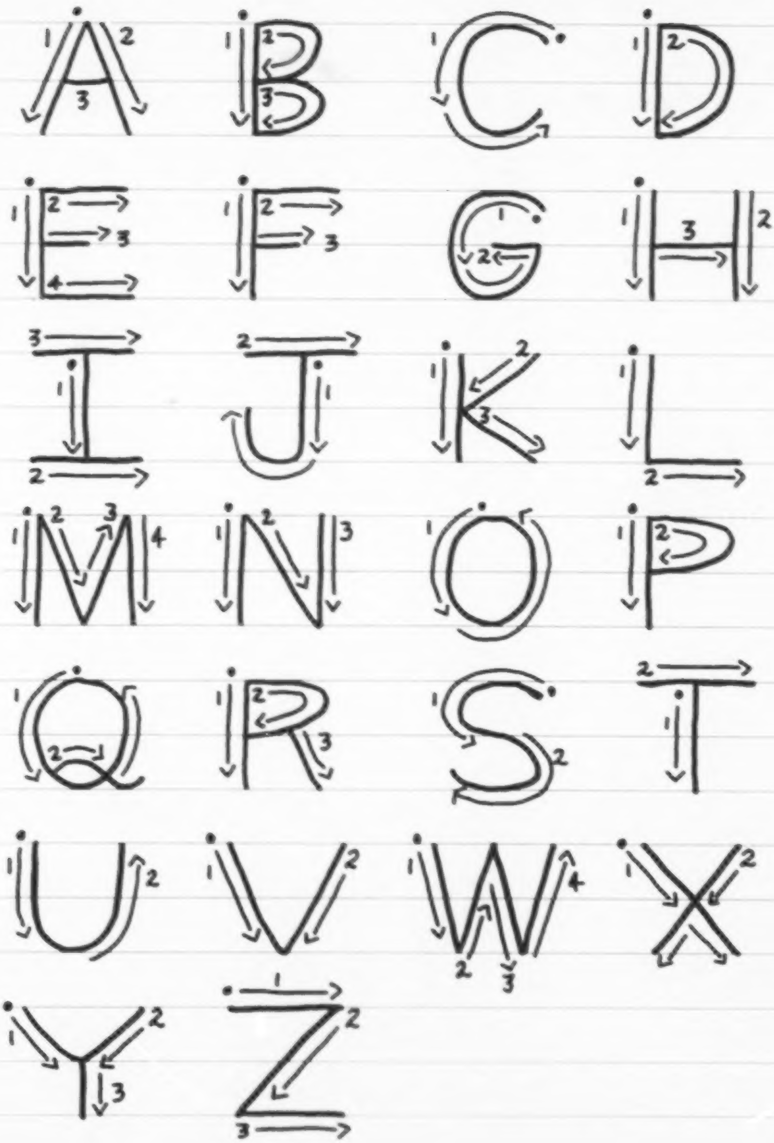

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Use for whole class teaching, for at-risk students, and for ESL students.

The first edition of *Spelling Through Phonics* appeared in 1982. Reprinted fifteen times, over 120,000 copies have been sold.

This edition, in a more compact, easy-to-use format, contains:
- the original McCrackens' spelling instruction program
- spelling dictation lists for grades one to three
- an explanation of phonemic awareness and the necessity for children to acquire it
- detailed instructions on how to teach spelling—easily, quickly, and efficiently—so that children come to understand *how print works* in the English alphabetic system
- methods to organize children's practice of spelling within the school day
- how to assess and react to children's writing
- a brief section on penmanship

Marlene and Robert McCracken have taught continuously since 1950 and have worked as a writing, speaking, and consulting team since 1970. They have worked with primary teachers throughout the United States, Canada, Germany, and Australia instituting holistic teaching programs that integrate thinking, concept development, listening, speaking, reading, writing, and spelling.

As McCracken Educational Services, Marlene and Bob publish a quarterly newsletter *MESsages* and a wide variety of classroom resources. Their very active workshop schedule runs for ten months of the year.

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